Englisches Seminar

(Bitte beachten Sie die neuen Prüfungsordnungen zum WiSe 2016/17!)

Fächerübergreifender Bachelorstudiengang - Fach Englisch

Foundations Linguistics (LingF1/LingF2)

LingF1

LingF2

Introduction to Linguistics II

Vorlesung, SWS: 2
Paland, Meike

Do wöchentl. 14:00 - 16:00 20.04.2017 - 15.07.2017 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, and historical linguistics.

Bemerkung
LingF2

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: none / Prerequisites – LingF1 /

Further Information –meike.pfaff@engsem.

Literatur

Intermediate Linguistics (LingF3/LingF4)

LingF3

English Sentences

Vorlesung, SWS: 2
Schulze, Rainer

Mo wöchentl. 10:00 - 12:00 24.04.2017 - 15.07.2017 1502 - 003

Kommentar
This lecture will present, discuss and illustrate the major terms and concepts essential to the study of sentence structure in English. Word classes such as ‘determinative’, ‘nouns’, ‘verbs’, ‘preposition’ or ‘conjunction’ will be explained, and the properties of these categories discussed at length. Students will discover what is meant by the terms ‘subject’, ‘subject complement’, ‘predicator’ or ‘indirect object’, what a finite verb is, and what different subordinate clauses look like. Concepts such as ‘constituency’, ‘movement’ or ‘thematic roles’ will be introduced and exemplified, with extensive illustrations from English (and sometimes other languages).

Bemerkung
LingF3

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: none / Prerequisites – LingF1-
LingF2 /

Further Information –rainer.schulze@engsem.

Literatur
Englische Seminar

**LingF4**

**English Dialectology**

Seminar, SWS: 2, Max. Teilnehmer: 35  
Altendorf, Ulrike

Mo wöchentl. 16:00 - 18:00 24.04.2017 - 15.07.2017 1502 - 703  
Kommentar  
This course will explore classic, recent and current studies in English Dialectology with a focus on varieties of English in England. The course requires a solid knowledge of phonetics and phonology and a willingness to deal with phenomena at this level of linguistic description.

Bemerkung  
LingF4  
*Registration* – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / *Prerequisites* – LingF1-LingF2-LingF3 (preferably Phonetics&Phonology) / *Further Information* – ulrike.altendorf@engsem

Literatur  

**Text Linguistics (Blockseminar)**

Seminar, SWS: 2, Max. Teilnehmer: 30  
Hohaus, Pascal

Mi Einzel 12:00 - 14:00 12.04.2017 - 12.04.2017 1502 - 703  
Fr Einzel 10:00 - 16:00 28.04.2017 - 28.04.2017 1502 - 609  
Fr Einzel 10:00 - 16:00 05.05.2017 - 05.05.2017 1502 - 609  
Fr Einzel 10:00 - 16:00 12.05.2017 - 12.05.2017 1502 - 609  
Fr Einzel 10:00 - 16:00 19.05.2017 - 19.05.2017 1502 - 609  
Fr Einzel 14:00 - 16:00 30.06.2017 - 30.06.2017 1502 - 615  
Kommentar  
This seminar will introduce students to the field of English text linguistics. We will be concerned with formal and semantic aspects of texts as well as with the concept of textual intention. The topics among others are: cohesion, coherence, medium-dependence vs. medium-independence, text classification, and decoder orientation. We will apply a range of linguistic methods, such as corpus-based analysis and rhetorical relations analysis.

Bemerkung  
Prüfungsleistung: K/KA (90)  
Studienleistung: will be specified in class  
*Registration* – Stud.IP 2.3.-30.3.2017 / Size restriction – 30 / *Prerequisites* – LingF1-LingF2 / *Further Information* – pascal.hohaus@engsem

Literatur  

**The History of the English Language**

Seminar, SWS: 2, Max. Teilnehmer: 35  
Paland, Meike

Do wöchentl. 10:00 - 12:00 20.04.2017 - 15.07.2017 1502 - 703  
Kommentar  
Why is mice pronounced [ma#s] and not [miːʃ] and why is it not {mous}{-es} in the first place? How come English and German have sometimes similar words like Vater and father and what do English town and German Zaun have to do with each other? Is it mere coincidence that the similar English words shirt and skirt both refer to clothing and why is it that in English you can chose to either climb, mount, or ascend a flight of stairs? Where does the notorious third person -s come from or the Progressive aspect? This course is designed to find answers to these (and a lot of other) questions concerning the English language, its regularities but especially also its perceived inconsistencies and irregularities. To this end, we will look at the various historical stages of English

Sommer 2017
Englisches Seminar

from its pre-history till today, so as to trace the development of English phonology, grammar, lexis, semantics, and pragmatics. You will learn to classify different types of sound change and lexical change and learn about important mechanisms operating in grammatical language change such as Grammaticalization.

Bemerkung

LingF4

Registration – Stud.IP 1.3.-30.3.2017 / Size: restriction: 35 / Prerequisites – LingF1-LingF2

Further Information –meike.pfaff@engsem.

Literatur


Basic Linguistics (LingF1/LingF2/LingF4) (Zweitfach)

LingF1

LingF2

Introduction to Linguistics II

Vorlesung, SWS: 2
Paland, Meike

Do wöchentl. 14:00 - 16:00 20.04.2017 - 15.07.2017 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, and historical linguistics.

Bemerkung

LingF2

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: none / Prerequisites – LingF1

Further Information –meike.pfaff@engsem.

Literatur


LingF4

English Dialectology

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Mo wöchentl. 16:00 - 18:00 24.04.2017 - 15.07.2017 1502 - 703

Kommentar

This course will explore classic, recent and current studies in English Dialectology with a focus on varieties of English in England. The course requires a solid knowledge of phonetics and phonology and a willingness to deal with phenomena at this level of linguistic description.

Bemerkung

LingF4

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF2-LingF3 (preferably Phonetics&Phonology) / Further Information – ulrike.altendorf@engsem

Literatur


Text Linguistics (Blockseminar)

Seminar, SWS: 2, Max. Teilnehmer: 30

Sommer 2017
Englisches Seminar

Hohaus, Pascal

Mi  Einzel  12:00 - 14:00 12.04.2017 - 12.04.2017  1502 - 703
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Fr  Einzel  10:00 - 16:00 19.05.2017 - 19.05.2017  1502 - 609
Fr  Einzel  14:00 - 16:00 30.06.2017 - 30.06.2017  1502 - 615

Kommentar
This seminar will introduce students to the field of English text linguistics. We will be concerned with formal and semantic aspects of texts as well as with the concept of textual intention. The topics among others are: cohesion, coherence, medium-dependence vs. medium-independence, text classification, and decoder orientation. We will apply a range of linguistic methods, such as corpus-based analysis and rhetorical relations analysis.

Bemerkung
LingF4

Prüfungsleistung: K/KA (90)
Studienleistung: will be specified in class

Registration – StudIP 2.3.-30.3.2017 / Size restriction – 30 / Prerequisites – LingF1-LingF2 / Further Information – pascal.hohaus@engsem.

Literatur

The History of the English Language

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Do  wöchentl. 10:00 - 12:00 20.04.2017 - 15.07.2017  1502 - 703

Kommentar
Why is mice pronounced [ma#s] and not [mi:s#] and why is it not {mous}{-es} in the first place? How come English and German have sometimes similar words like Vater and father and what do English town and German Zaun have to do with each other? Is it mere coincidence that the similar English words shirt and skirt both refer to clothing and why is it that in English you can chose to either climb, mount, or ascend a flight of stairs? Where does the notorious third person -s come from or the Progressive aspect? This course is designed to find answers to these (and a lot of other) questions concerning the English language, its regularities but especially also its perceived inconsistencies and irregularities. To this end, we will look at the various historical stages of English from its pre-history till today, so as to trace the development of English phonology, grammar, lexis, semantics, and pragmatics. You will learn to classify different types of sound change and lexical change and learn about important mechanisms operating in grammatical language change such as Grammaticalization.

Bemerkung
LingF4

Registration – Stud.IP 1.3.-30.3.2017 / Size: restriction: 35 / Prerequisites – LingF1-LingF2 / Further Information – meike.pfaff@engsem.

Literatur

Advanced Linguistics (LingA1/LingA2)

LingA1
Deutsch und Englisch im Vergleich und im Kontrast – English and German in Comparison and Contrast

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

Di  wöchentl. 10:00 - 12:00 18.04.2017 - 15.07.2017  1502 - 003

Sommer 2017 4
This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird’s-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world’s languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order and word stress.

Relevant literature will be announced in due time.

### Structural Semantics vs. Cognitive Semantics

This advanced seminar will offer a comprehensive overview of the two major strands of word-meaning research in English linguistics. We will chart the evolution of these two strands and will present their main ideas, their landmark publications, and the dominant figures in lexical semantics. The theoretical and methodological relationship between the two approaches to word meaning will be a major point of attention throughout the seminar.

In a nutshell, the theoretical frameworks that we will successively introduce and discuss include the following: structural semantics with lexical field theory, relational semantics, and componential analysis; cognitive semantics with prototypicality and salience, conceptual metaphor and metonymy (and blending), Idealized Cognitive Models and frames, and usage and change.

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF4 / Further Information – rainer.schulze@engsem.

Recommended reading:

A reader will be made available at the beginning of the semester.
Englisches Seminar

Kommentar
This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of Learner Corpus Research (LCR) and the interaction between LCR, Second Language Acquisition and TEFL.

Bemerkung
LingA2, M8 (DEL)

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF2-LingF4 / Further Information – ulrike.altendorf@engsem

Literatur
Required Reading will be announced in class. Texts will be available on stud.ip.

LinguA³

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

Linguistik ist weitaus mehr als grammatische Analyse... LinguA³ vermittelt Einblicke in die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsgebiete sowie interdisziplinärer Forschung und beruflicher Praxis. Für die Gastvorträge werden internationale Wissenschaftler/-innen aus Germanistik, Anglistik und Romanistik eingeladen. Im begleitenden Seminar werden die Themen der Gastvorträge inhaltlich vorbereitet und vertieft, aber auch die Organisation der Vorträge sowie die damit verbundenen „PR-Maßnahmen“ werden von den Studierenden aktiv mitgestaltet.


In der Anglistik kann in diesem Kurs eine Studienleistung, es kann allerdings KEINE Prüfungsleistung erbracht werden. In der Germanistik sind beide Leistungstypen möglich. Ferner wird die Veranstaltung im Bereich Schlüsselkompetenzen (SK) angeboten.

Bemerkung
Teilnehmerzahl: 25.

Literatur
Wird im Seminar bekanntgegeben.

Sociolinguistic Typology

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Di wöchentl. 12:00 - 14:00 18.04.2017 - 15.07.2017 1502 - 703

Kommentar
This course will present Peter Trudgill's theory of dialect contact and his recently developed theory of sociolinguistic typology as well as explore a selection of case studies to which either or both theories can be applied.

Bemerkung
LingA2, M5

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF2-LingF4 / Further Information – ulrike.altendorf@engsem

Literatur

Foundations Literature and Culture (AmerBritF1)

AmerBritF1

Sommer 2017 6
Intermediate American Literature and Culture (AmerF2/AmerF3)

**AmerF2**

**AmerF3**

**American Literature in the Late 18th and Early 19th Century**

Seminar, SWS: 2, Max. Teilnehmer: 35

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<th>Brasch, Ilka</th>
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| Literatur | Will be announced on StudIP as the semester approaches. |

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**Asian American Literature**

Seminar, SWS: 2, Max. Teilnehmer: 35

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<th>Mayer, Ruth</th>
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| Literatur | A reader will be announced on StudIP as the semester approaches. |

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**Hard-Boiled Detectives and Film Noir**

Seminar, SWS: 2, Max. Teilnehmer: 35

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<th>Mayer, Ruth</th>
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<td>Kommentar</td>
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Sommer 2017
reading novels from this period. The Great (economic) Depression seemed to have made its way to the movie screens and book pages, as *noir* became a highly popular style of representation and a much-used narrative mode. In this class, we will look closely at the aesthetic and conceptual implications of this cultural turn to darkness. We will read novels such as James M. Cain’s *The Postman Always Rings Twice* (1934) and Raymond Chandler’s *The Big Sleep* (1939), and watch films such as *Double Indemnity* (Billy Wilder, 1944), *The Big Sleep* (Howard Hawks, 1946), *Touch of Evil* (Orson Welles, 1958) and *Sunset Boulevard* (Billy Wilder, 1950).

**Identity and Power in Contemporary Transnational Literature**

**Seminar, SWS: 2**

**Oldehus, Anna-Lena**

**Mi wöchentl. 12:00 - 14:00 19.04.2017 - 15.07.2017 1502 - 615**

**Kommentar**

In this class we will read Rakesh Satyal’s novel *Blue Boy* (2009) and a selection of short stories from Chimamanda Ngozi Adichie’s *The Thing around Your Neck* (2010) to engage with aspects, trends, and dynamics of contemporary transnational literature. Please purchase a copy of these two works. As a theoretical and methodological basis, this class will deal with questions concerning power, identity, race, gender, and sexuality.

**Bemerkung**

This class is part of the *Genderzertifikat*.

**Literatur**

Rakesh Satyal *Blue Boy* (2009), Chimamanda Ngozi Adichie *The Thing Around Your Neck* (2010). All other texts will be provided online on StudIP.

**Intermediate British Literature and Culture (BritF2/BritF3)**

**BritF2**

**Survey of British Literatures and Cultures**

**Vorlesung, SWS: 2**

**Gohrisch, Jana**

**Mi wöchentl. 08:00 - 10:00 19.04.2017 - 15.07.2017 1502 - 003**

**Kommentar**

The aim of this lecture is to provide a broad introduction to the cultural and literary history of Britain as well as to current debates and conflicts in British culture. The lectures will not only offer historical and cultural facts, but will also question them from the various perspectives of Literary and Cultural Studies theories. Moreover, we 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.

Moritz Kiermeier will offer a tutorial for those who wish to do further work on the material and prepare the written test. The dates of this tutorial will be specified by Doodle.

**Bemerkung**

**Literatur**

Recommended Reading:


Tutorial to "Survey of British Literatures and Cultures"

Tutorium, SWS: 2
Kiermeier, Moritz

Mo wöchentl. 12:00 - 14:00 24.04.2017 - 15.07.2017 1502 - 703
Mo Einzel 16:00 - 18:00 19.06.2017 - 19.06.2017 1507 - 005

Kommentar
This tutorial is targeted to those students who wish to do further work on the material addressed in the "Survey of British Literatures and Cultures" (BritF2).

In so doing, it will also help to prepare students for the written test.

Bemerkung
Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - none

Literatur
Recommended Reading:

BritF3
Beginning Shakespeare

Seminar, SWS: 2
Grünkemeier, Ellen

Di wöchentl. 14:00 - 16:00 18.04.2017 - 15.07.2017 1502 - 609

Kommentar
Shakespeare’s plays have been performed, read and studied for centuries and they have had a pervasive influence on the English language and cultures around the world. In this seminar we will explore the richness of Shakespeare’s plays by focussing on As You Like It and The Tempest. Studying these exemplary texts, we will engage in close readings (based on the analytical categories from the Introduction to Literary Studies) and put to practice the theoretical concepts of Gender Studies and Postcolonial Criticism. We shall also explore the cultural, political and historical contexts because enjoyment of Shakespeare’s plays also requires an understanding of genre conventions, performance, Elizabethan theatre, theatre companies and audiences.

Bemerkung
Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – AmerBritF1 / Further Information – ellen.gruenkemeier@engsem.~

Literatur
Required Reading:
Please get hold of the following plays in the Oxford Edition (i.e. an edition with good annotations): William Shakespeare, As You Like It (Oxford Shakespeare) and The Tempest (Oxford Shakespeare).

Further (theoretical) texts covered in the seminar will be provided on Stud.IP and in a reader available from Copyshop Stork (Körnerstraße 3) from 10 April 2017.

Short Stories of the English-Speaking World

Seminar, SWS: 2
Pardey, Hannah

Do wöchentl. 12:00 - 14:00 20.04.2017 - 15.07.2017 1502 - 615

Kommentar
In this course students will practise their skills in the analysis of narrative texts (acquired in the "Introduction to Literary Studies") on various short stories of the English-speaking world. Starting with a brief introduction into questions of genre and terminology, we shall explore Edgar Allan Poe’s famous definition of the short story and investigate one of his Gothic spine-chillers in detail. After that, we will turn to realist, modernist, and postmodernist versions of the short story to examine the form’s development. The reading programme for this course will comprise the following authors: Thomas Hardy, Joseph Conrad, James Joyce, Katherine Mansfield, Elizabeth Bowen, and Ian McEwan. The course will conclude with a selection of short stories by postcolonial writers, such as
English Seminar

Salman Rushdie and Chimamanda Ngozi Adichie, that appropriate the Anglo-American pattern for their political claims.

Bemerkung
Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – AmerBritF1 / Further Information – hannah.pardey@engsem.~

BritF3

Bemerkung
Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – Foundations Literature and Culture, Intermediate Literature and Culture / Further Information – bettina.soller@engsem.~

Advanced Literature and Culture (AmerA/BritA)

AmerA

African American Autobiographies

Seminar, SWS: 2, Max. Teilnehmer: 35
Soller, Bettina

Do wöchentl. 14:00 - 16:00 20.04.2017 - 15.07.2017 1502 - 609

Kommentar
This seminar will investigate the discourse, tradition and political engagement of African American autobiographies. As a class we will explore the thematic and formal breadth of the genre through investigations of early publications from the 1800s to recent contemporary examples of the era of #BlackLivesMatter. We will engage with theories about autobiographical and life writing to understand the simultaneous narrating and witnessing of historical events and the understanding of the self as textual construction. The description of the personal and unique perspective in a specific historic context will be related to an understanding of the African American autobiography as a running commentary on the collective experience of African Americans in the United States. The best-known example of African American life writing is probably the slave narrative and we will begin by reading classic autobiographies by Frederick Douglass and Harriet Jacobs and move across time to investigate, for example, select texts from the Harlem Renaissance (Zora Neale Hurston), the 1960s (Malcolm X) and recent publications like Ta-Nehisi Coates' *Between the World and Me* and Margo Jefferson's *Negroland*.

Bemerkung

Literatur
Literature – A list of readings will be announced in class.

Media Theory, Media Archaeology

Seminar, SWS: 2, Max. Teilnehmer: 35
Brasch, Ilka

Mi wöchentl. 10:00 - 12:00 19.04.2017 - 15.07.2017 1502 - 609

Kommentar
In the past decades, media archaeology has become somewhat of a buzz word in media theory. Itself an “undisciplined discipline,” as Vivian Sobchack termed it, media archaeology combines multiple ways of studying media history – most particularly through incorporating ‘early’ visual media, for instance 19th-century optical toys, in its investigations. Additionally, media archaeology itself benefits from and mobilizes earlier critical approaches, from discourse analysis to literary New Historicism, to early media theorists such as Walter Benjamin. Throughout this semester, we will both familiarize ourselves with these conceptual backgrounds of the field and study new approaches and developments in 21st-century media archaeology.

Bemerkung
AmerA/AAS1/AAS4

**Postcolonial, (Trans)national, Global: Theoretical Debates**

Seminar, SWS: 2, Max. Teilnehmer: 35  
Mayer, Ruth

**Kommentar**

The recent political developments in the United States call for some theoretical stocktaking. In this class we will revisit seminal discussions around cultural diversity and political power, and we will be concerned with the ways in which postcolonial theoretical debate have impacted on U.S. discourses of nation formation and hegemony. In particular, we will discuss the fact that nationalism professes to be regionally and politically specific, but manifests itself similarly and simultaneously in many different regions all over the world: nationalism is a transnational phenomenon.

**Bemerkung**

AmerA/AAS1

**Literatur**

A reader will be announced on StudIP as the semester approaches.

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**Theorizing Adolescence in American Literature, TV, and Film, 1791-2005**

Seminar, SWS: 2, Max. Teilnehmer: 35  
Fagan, Abigail

**Kommentar**

Adolescence is popularly thought of today as a period of intense psychological and sexual development. Although adolescence has been a term in the English language since the early 15th century, psychologists and sociologists did not define it as a distinct period of human maturation until the early 1900s. In this course, we will examine four novels (Charlotte Temple, The Adventures of Huckleberry Finn, Julie of the Wolves, and The House on Mango Street), as well as a number of shorter texts, films, and television shows, such as Cooley High, Hard Candy, and Buffy the Vampire Slayer, that feature people we would identify today as adolescents. Through the use of these primary and selected secondary texts, we will examine the development of the American adolescent, both as a theoretical idea and as a complex stage of human maturation. Our primary lines of inquiry will be in examining the ways these texts represent the relationships between adolescence, innocence, sexuality, race, and labor throughout US history. Please ensure you can finish reading Huckleberry Finn by mid-semester.

**Bemerkung**

AmerA/AAS4

**Literatur**

Please purchase: Jean Craighead George’s *Julie of the Wolves* and Sandra Cisneros’s *The House on Mango Street*. All other novels and secondary texts will be available through StudIP.

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**True Woman/New Women: Gender Negotiations in the 19th Century**

Seminar, SWS: 2, Max. Teilnehmer: 35  
Mayer, Ruth

**Kommentar**

In this course we will investigate the conceptualizations of gender in the United States of the 19th century. We will start by discussing exemplary texts charting the so-called 'cult of domesticity' and the model figure of the true woman. We will then look into the puzzling intersections of the cult of domesticity with seemingly much more progressive models of family life and womanhood – reflecting upon the fact that the transition between 'true
woman' and 'new woman' is far from clear-cut and univocal. We will be concerned with literary texts, political manifestos, guidebooks and manuals, essays and speeches, and thus engage with a broad range of different texts sorts and genres.

**Bemerkung**

AmerA/AAS2/AAS3


**Literatur**

A reader with course material will be made available on StudIP.

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**BritA**

**Lower - Middle - Upper: Identifying and Discussing Class**

**Seminar, SWS: 2**

Grünkemeier, Ellen

**Di** wöchentl. 10:00 - 12:00

**Kommentar**

Class is a central category for understanding and discussing British society, culture and literature. At a basic level, class implies a social hierarchy that can be analysed with the categories of education, occupation, money, leisure activities, housing, clothing, language, etc. Yet, how exactly can they help us recognize and define a literary character’s social status or the social setting of a text as a whole?

This seminar will draw on material from the 19th and early 20th centuries because the modern terminology of upper, middle and lower classes has been developed along the Industrial Revolution and its crucial re-structuring of society. In order to familiarise students with the intricate term and concept of class, we will read non-fictional and fictional texts to bring to light the inscribed class-based power relations, which may not be immediately apparent – at least to uninitiated readers today. Using various context-oriented theoretical approaches, we will then assess in what ways our knowledge about historically changing class relations can be made productive for interpreting literary texts.

Beginning with Dorothy L. Sayer’s crime novel Whose Body? (1923), we will address class as a central means of characterising the detective and protagonist Lord Peter Wimsey. We will also read the novel’s representation of crime as a threat to the social order and the norms and values of (upper) middle-class society. Moving into the 19th century, we will study Ford Madox Brown’s painting “Work” (1850/60s) which represents classes through their specific kinds of ‘work’ as well as Gustave Doré’s drawing “Over the City by the Railway” (1872) which foregrounds class by means of ‘back-to-back’ houses. The construction of class and space will also be central to our discussion of excerpts from Charles Dickens’s novel Hard Times (1854) and Friedrich Engels’s non-fictional account The Condition of the Working Class in England (1845), both of which represent the neighbourhoods, streets and dwellings of the working classes in the industrial centres of Northern England.

**Bemerkung**

Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – BritF2, BritF3 for FüBA students, none for others / Further Information – ellen.gruenkemeier@engsem.

**Literatur**

Please bring your own copy of Dorothy L. Sayer’s Whose Body? (any edition will do). Please read this crime novel before the course begins.

The other materials will be provided on StudIP and in a reader available from Copyshop Stork (Körnerstraße 3) from 10 April 2017. Please note that the 9th edition of the Norton Anthology of English Literature (2012) contains the excerpts from Dickens’s and Engels’s texts as well as Brown’s painting and Doré’s drawing.

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**Reading 18th Century British Classics**

- Bitte Veranstaltungsart auswählen -, SWS: 2

Gohrisch, Jana

Sommer 2017
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 begin with 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 will be followed by John Gay’s The Beggar’s Opera (1728), which parodies not only the heroic and the sentimental comedy but also capitalist market economy. After Gay, we will study William Hogarth’s series of satirical paintings Marriage à la Mode (1742/43), and Thomas Gray’s “Elegy Written in a Country Churchyard” (1751), a melancholy poem on 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
Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.~

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)

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.

South Africa: History, Culture, Literature
Seminar, SWS: 2
Gohrisch, Jana

In this seminar we will read historiographic and fictional texts about South Africa before and after the transition from the white minority rule of apartheid to a democratic society in the early 1990s. We will begin with the controversial post-apartheid novel Disgrace (1999) by J. M. Coetzee, who won the Nobel Prize for Literature in 2003. While the novel received the most prestigious British literary prize, the Booker, in 1999 and was adapted for the screen in 2009, it was severely criticized by the South African ANC government for its "subliminal racism". After Disgrace, we will look at Phaswane Mpe’s equally short and equally disturbing novel Welcome to Our Hillbrow (2001) about inner-city violence and HIV/AIDS. To conclude we will read Kopano Matlwa’s prize-winning novel Coconut (2007), which contrasts the adolescence of two black girls in Johannesburg in the early 2000s. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race and class as well as on the narrative strategies and tropes employed by the texts (practicing the analytical terms from the ‘Introduction to Literary Studies’).

Bemerkung
Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.~

Literatur
Required Reading:
Clark, N. and W. H. Worger. South Africa. The Rise and Fall of Apartheid (2011)
Coetzee, J. M. Disgrace (1999)
Matla, Kopano. Coconut (2007)
Mpe, Phaswane. Welcome to our Hillbrow (2001)

The historiographic text by Clark and Worger will be provided on StudIP or in a reader.
Please buy and bring your own copies of the novels by Coetzee, Matla and Mpe and read possibly all three of them before the course begins.

**The Anglophone 'Bildungsroman'**

Seminar, SWS: 2  
Pardey, Hannah

<table>
<thead>
<tr>
<th>Do wöchentl. 10:00 - 12:00</th>
<th>20.04.2017 - 15.07.2017</th>
<th>1502 - 609</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kommentar</td>
<td>This course will familiarise students with a flourishing phenomenon in anglophone literary studies: the Bildungsroman. Following a brief introduction into questions of genre and narratological terminology, we shall explore the genre’s development over the last two centuries. Starting with Charles Dickens’s classic David Copperfield (1849/50), we will investigate the genre’s hegemonic form with its white, middle-class, and typically male protagonist. After that, we shall examine how feminist and postcolonial appropriations seize the concept for their own political agendas. George Eliot’s The Mill on the Floss (1860) reframes the genre pattern to voice feminist demands. Tsitsi Dangarembga’s Nervous Conditions (1988), on the other hand, tests the genre’s applicability to narrate the politics of decolonisation and women’s rights in 1960s Rhodesia.</td>
<td></td>
</tr>
<tr>
<td>Bemerkung</td>
<td>Registration – Stud.IP 1.3.-30.3.2017/ Prerequisites – BritF2, BritF3 for FüBA students, none for others/ Further Information – hannah.pardey@engsem.~BritA / AAS2, AAS3, AAS5 / Atlantic Studies: WP Globalisierung und transkulturelle Räume</td>
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**Focus Module (AmerA/BritA/LingA1/LingA2)**

**AmerA**

**African American Autobiographies**

Seminar, SWS: 2, Max. Teilnehmer: 35  
Soller, Bettina

<table>
<thead>
<tr>
<th>Do wöchentl. 14:00 - 16:00</th>
<th>20.04.2017 - 15.07.2017</th>
<th>1502 - 609</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kommentar</td>
<td>This seminar will investigate the discourse, tradition and political engagement of African American autobiographies. As a class we will explore the thematic and formal breadth of the genre through investigations of early publications from the 1800s to recent contemporary examples of the era of #BlackLivesMatter. We will engage with theories about autobiographical and life writing to understand the simultaneous narrating and witnessing of historical events and the understanding of the self as textual construction. The description of the personal and unique perspective in a specific historic context will be related to an understanding of the African American autobiography as a running commentary on the collective experience of African Americans in the United States. The best-known example of African American life writing is probably the slave narrative and we will begin by reading classic autobiographies by Frederick Douglass and Harriet Jacobs and move across time to investigate, for example, select texts from the Harlem Renaissance (Zora Neale Hurston), the 1960s (Malcom X) and recent publications like Ta-Nehisi Coates’ <em>Between the World and Me</em> and Margo Jefferson’s <em>Negroland</em>.</td>
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</tr>
<tr>
<td>Bemerkung</td>
<td>AmerA/AAS3</td>
<td></td>
</tr>
</tbody>
</table>
Media Theory, Media Archaeology

Seminar, SWS: 2, Max. Teilnehmer: 35
Brasch, Ilka

Mi wöchentl. 10:00 - 12:00 19.04.2017 - 15.07.2017 1502 - 609

Kommentar In the past decades, media archaeology has become somewhat of a buzz word in media theory. Itself an “undisciplined discipline,” as Vivian Sobchack termed it, media archaeology combines multiple ways of studying media history – most particularly through incorporating ‘early’ visual media, for instance 19th-century optical toys, in its investigations. Additionally, media archaeology itself benefits from and mobilizes earlier critical approaches, from discourse analysis to literary New Historicism, to early media theorists such as Walter Benjamin. Throughout this semester, we will both familiarize ourselves with these conceptual backgrounds of the field and study new approaches and developments in 21st-century media archaeology.

Bemerkung AmerA/AAS1/AAS4

Literatur Will be announced on StudIP as the semester approaches.

Postcolonial, (Trans)national, Global: Theoretical Debates

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 24.04.2017 - 15.07.2017 1502 - 609

Kommentar The recent political developments in the United States call for some theoretical stocktaking. In this class we will revisit seminal discussions around cultural diversity and political power, and we will be concerned with the ways in which postcolonial theoretical debate have impacted on U.S. discourses of nation formation and hegemony. In particular, we will discuss the fact that nationalism professes to be regionally and politically specific, but manifests itself similarly and simultaneously in many different regions all over the world: nationalism is a transnational phenomenon.

Bemerkung AmerA/AAS1

Literatur A reader will be announced on StudIP as the semester approaches.

Theorizing Adolescence in American Literature, TV, and Film, 1791-2005

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

Do wöchentl. 12:00 - 14:00 20.04.2017 - 15.07.2017 1502 - 609

Kommentar Adolescence is popularly thought of today as a period of intense psychological and sexual development. Although adolescence has been a term in the English language since the early 15th century, psychologists and sociologists did not define it as a distinct period of human maturation until the early 1900s. In this course, we will examine four novels (Charlotte Temple, The Adventures of Huckleberry Finn, Julie of the Wolves, and The House on Mango Street), as well as a number of shorter texts, films, and television shows, such as Cooley High, Hard Candy, and Buffy the Vampire Slayer, that feature people we would identify today as adolescents. Through the use of these primary and
Englisches Seminar

selected secondary texts, we will examine the development of the American adolescent, both as a theoretical idea and as a complex stage of human maturation. Our primary lines of inquiry will be in examining the ways these texts represent the relationships between adolescence, innocence, sexuality, race, and labor throughout US history. Please ensure you can finish reading Huckleberry Finn by mid-semester.

Bemerkung

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – Foundations Literature and Culture, Intermediate Literature and Culture / Further Information – abigail.2.fagan@uconn.edu

Literatur

Please purchase: Jean Craighead George's *Julie of the Wolves* and Sandra Cisneros’s *The House on Mango Street*. All other novels and secondary texts will be available through StudIP.

**True Woman/New Women: Gender Negotiations in the 19th Century**

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Di wöchentl. 12:00 - 14:00 18.04.2017 - 15.07.2017 1502 - 609

Kommentar

In this course we will investigate the conceptualizations of gender in the United States of the 19th century. We will start by discussing exemplary texts charting the so-called 'cult of domesticity' and the model figure of the true woman. We will then look into the puzzling intersections of the cult of domesticity with seemingly much more progressive models of family life and womanhood – reflecting upon the fact that the transition between 'true woman' and 'new woman' is far from clear-cut and univocal. We will be concerned with literary texts, political manifestos, guidebooks and manuals, essays and speeches, and thus engage with a broad range of different texts sorts and genres.

Bemerkung

Amer/AAS2/AAS3


Literatur

A reader with course material will be made available on StudIP.

**BritA**

**Lower - Middle - Upper: Identifying and Discussing Class**

Seminar, SWS: 2
Grünkemeier, Ellen

Di wöchentl. 10:00 - 12:00 18.04.2017 - 15.07.2017 1502 - 703

Kommentar

Class is a central category for understanding and discussing British society, culture and literature. At a basic level, class implies a social hierarchy that can be analysed with the categories of education, occupation, money, leisure activities, housing, clothing, language, etc. Yet, how exactly can they help us recognize and define a literary character’s social status or the social setting of a text as a whole?

This seminar will draw on material from the 19th and early 20th centuries because the modern terminology of upper, middle and lower classes has been developed along the Industrial Revolution and its crucial re-structuring of society. In order to familiarise students with the intricate term and concept of class, we will read non-fictional and fictional texts to bring to light the inscribed class-based power relations, which may not be immediately apparent – at least to uninitiated readers today. Using various context-oriented theoretical approaches, we will then assess in what ways our knowledge about historically changing class relations can be made productive for interpreting literary texts.

Beginning with Dorothy L. Sayers’s crime novel *Whose Body?* (1923), we will address class as a central means of characterising the detective and protagonist Lord Peter Wimsey. We will also read the novel’s representation of crime as a threat to the social order and the norms and values of (upper) middle-class society. Moving into the 19th...
In the 19th century, we will study Ford Madox Brown’s painting “Work” (1850/60s) which represents classes through their specific kinds of ‘work’ as well as Gustave Doré’s drawing “Over the City by the Railway” (1872) which foregrounds class by means of ‘back-to-back’ houses. The construction of class and space will also be central to our discussion of excerpts from Charles Dickens’s novel Hard Times (1854) and Friedrich Engels’s non-fictional account The Condition of the Working Class in England (1845), both of which represent the neighbourhoods, streets and dwellings of the working classes in the industrial centres of Northern England.

Bemerkung
Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – BritF2, BritF3 for FüBA students, none for others / Further Information – ellen.gruenkemeier@engsem.~

BritA / AAS2, AAS3

Literatur
Please bring your own copy of Dorothy L. Sayers’ Whose Body? (any edition will do). Please read this crime novel before the course begins.

The other materials will be provided on StudIP and in a reader available from Copyshop Stork (Körnerstraße 3) from 10 April 2017. Please note that the 9th edition of the Norton Anthology of English Literature (2012) contains the excerpts from Dickens’s and Engels’s texts as well as Brown’s painting and Doré’s drawing.

Reading 18th Century British Classics

- Bitte Veranstaltungsart auswählen -, SWS: 2
Gohrisch, Jana

Mi wöchentl. 10:00 - 12:00 19.04.2017 - 15.07.2017 1502 - 703

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 begin with 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 will be followed by John Gay’s The Beggar’s Opera (1728), which parodies not only the heroic and the sentimental comedy but also capitalist market economy. After Gay, we will study William Hogarth’s series of satirical paintings Marriage à la Mode (1742/43), and Thomas Gray’s “Elegy Written in a Country Churchyard” (1751), a melancholy poem on 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
Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.~

BritA / AAS2, AAS3

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)

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.

South Africa: History, Culture, Literature

Seminar, SWS: 2
Gohrisch, Jana

Sommer 2017
In this seminar we will read historiographic and fictional texts about South Africa before and after the transition from the white minority rule of apartheid to a democratic society in the early 1990s. We will begin with the controversial post-apartheid novel Disgrace (1999) by J. M. Coetzee, who won the Nobel Prize for Literature in 2003. While the novel received the most prestigious British literary prize, the Booker, in 1999 and was adapted for the screen in 2009, it was severely criticized by the South African ANC government for its “subliminal racism”. After Disgrace, we will look at Phaswane Mpe’s equally short and equally disturbing novel Welcome to Our Hillbrow (2001) about inner-city violence and HIV/AIDS. To conclude we will read Kopano Matlwa’s prize-winning novel Coconut (2007), which contrasts the adolescence of two black girls in Johannesburg in the early 2000s. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race and class as well as on the narrative strategies and tropes employed by the texts (practicing the analytical terms from the ‘Introduction to Literary Studies’).

Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.~

BritA / AASS / Atlantic Studies

Required Reading:
Clark, N. and W. H. Worger. South Africa. The Rise and Fall of Apartheid (2011)
Coetzee, J. M. Disgrace (1999)
Mpe, Phaswane. Welcome to our Hillbrow (2001)

The historiographic text by Clark and Worger will be provided on StudIP or in a reader. Please buy and bring your own copies of the novels by Coetzee, Matlwa and Mpe and read possibly all three of them before the course begins.

This advanced seminar aims to give an overview oft he most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. Introduction to Linguistics), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird’s-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world’s languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification,
English Seminar

over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order and word stress.

Relevant literature will be announced in due time.

Bemerkung
Teilnehmerzahl: 30.

Structural Semantics vs. Cognitive Semantics

Seminar, SWS: 2, Max. Teilnehmer: 35
Schulze, Rainer

Di wöchentl. 16:00 - 18:00 18.04.2017 - 15.07.2017 1502 - 703

Kommentar
This advanced seminar will offer a comprehensive overview of the two major strands of word-meaning research in English linguistics. We will chart the evolution of these two strands and will present their main ideas, their landmark publications, and the dominant figures in lexical semantics. The theoretical and methodological relationship between the two approaches to word meaning will be a major point of attention throughout the seminar.

In a nutshell, the theoretical frameworks that we will successively introduce and discuss include the following: structural semantics with lexical field theory, relational semantics, and componential analysis; cognitive semantics with prototypicality and salience, conceptual metaphor and metonymy (and blending), Idealized Cognitive Models and frames, and usage and change.

Bemerkung
Registration  -- Stud.IP  1.3.-30.3.2017 / Size restriction: 35 / Prerequisites -- LingF1-LingF4 / Further Information -- rainer.schulze@engsem.

Literatur
Recommended reading:
A reader will be made available at the beginning of the semester.

LingA2
Learner Corpus Research

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Mo wöchentl. 18:00 - 20:00 24.04.2017 - 15.07.2017 1502 - 703

Kommentar
This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of Learner Corpus Research (LCR) and the interaction between LCR, Second Language Acquisition and TEFL.

Bemerkung
LingA2, M8 (DEL)
Registration  -- Stud.IP  1.3.-30.3.2017 / Size restriction: 35 / Prerequisites -- LingF1-LingF2-LingF4 / Further Information -- ulrike.altendorf@engsem

Literatur
Required Reading will be announced in class. Texts will be available on stud.ip.

LinguA³

Seminar, SWS: 2
Mathias, Alexa

Di wöchentl. 16:00 - 18:00 11.04.2017 - 12.07.2017 1502 - 609

Di wöchentl. 18:00 - 20:00 11.04.2017 - 11.07.2017 1502 - 103

Kommentar
Linguistik ist weitaus mehr als grammatische Analyse... LinguA³ vermittelt Einblicke in die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsgebiete sowie interdisziplinärer Forschung und beruflicher Praxis. Für die Gastvorträge werden internationale Wissenschaftler/-innen aus Germanistik, Anglistik und Romanistik

Sommer 2017 19

Bemerkung
Teilnehmerzahl: 25.

Literatur
Wird im Seminar bekanntgegeben.

**Sociolinguistic Typology**

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

**Kommentar**
This course will present Peter Trudgill's theory of dialect contact and his recently developed theory of sociolinguistic typology as well as explore a selection of case studies to which either or both theories can be applied.

Bemerkung
LingA2, M5

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF2-LingF4 / Further Information ~ulrike.altendorf@engsem ~

Literatur

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

**SP1**
**Vocabulary and Pronunciation Blockseminar**

Seminar, Max. Teilnehmer: 20
Foster, Darren Paul

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

Bemerkung
SP1

Registration – Stud.IP 01.03.2017-31.03.2017 / Size restriction: 20 / Prerequisites – none / Assessment Tasks – SL: regular homework tasks, test / Further Information – darren.foster@engsem.~

**SP2**
**Grammar (Group 1)**

Sommer 2017
### Grammar (Group 2)

**Seminar, SWS: 2, Max. Teilnehmer: 25**  
Gans, Anne  
Mo wöchentl. 10:00 - 12:00 24.04.2017 - 15.07.2017 1502 - 615

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

Bemerkung  
SP2  
*Registration – StudIP 01.03.2017-31.03.2017 / Size restriction: 25 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Further Information – anne.gans@engsem.~ or darren.foster@engsem.~*  

### Grammar (Group 4)

**Seminar, SWS: 2, Max. Teilnehmer: 25**  
Foster, Darren Paul  
Do wöchentl. 08:00 - 10:00 24.04.2017 - 15.07.2017 1502 - 703

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

Bemerkung  
SP2  
*Registration – StudIP 01.03.2017-31.03.2017 / Size restriction: 25 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Further Information – anne.gans@engsem.~ or darren.foster@engsem.~*  

### Grammar (Group 5)

**Seminar, SWS: 2, Max. Teilnehmer: 25**  
Foster, Darren Paul  
Di wöchentl. 10:00 - 12:00 24.04.2017 - 15.07.2017 1502 - 709

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

Bemerkung  
SP2  
*Registration – StudIP 01.03.2017-31.03.2017 / Size restriction: 25 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Further Information – anne.gans@engsem.~ or darren.foster@engsem.~*  

### Grammar (Group 6)

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

Sommer 2017
Englisches Seminar

Gans, Anne

**Fr** wöchentl. 10:00 - 12:00 21.04.2017 - 15.07.2017  1502 - 615

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

Bemerkung
SP2

*Registration* – StudIP 01.03.2017-31.03.2017 / *Size Restriction*: 25 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: will be specified in class, PL: exam / *Further Information* – anne.gans@engsem.~ or darren.foster@engsem.~

**Grammar (Group 7)**

Seminar, SWS: 2, Max. Teilnehmer: 25

Gans, Anne

**Fr** wöchentl. 12:00 - 14:00 21.04.2017 - 15.07.2017  1502 - 615

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

Bemerkung
SP2

*Registration* – StudIP 01.03.2017-31.03.2017 / *Size Restriction*: 25 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: will be specified in class, PL: exam / *Further Information* – anne.gans@engsem.~ or darren.foster@engsem.~

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

**SP3**

**SP4**

**Advanced Composition (Group 3)**

Seminar, SWS: 2, Max. Teilnehmer: 20

Foster, Darren Paul

**Mo** wöchentl. 10:00 - 12:00 24.04.2017 - 15.07.2017  1502 - 709

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

Bemerkung
SP4

*Registration* – StudIP 01.03.2017-31.03.2017 (by 31.01.2017 for Blockkurse) / *Size restriction*: 20 / *Prerequisites* – SP1 + SP2 and SP3 / *Assessment Tasks* – SL: two written tasks PL: 90-min exam / *Further Information* – jill.schneller@engsem.~ or darren.foster@engsem.~

**Advanced Composition (Group 4)**

Seminar, SWS: 2, Max. Teilnehmer: 20

Foster, Darren Paul

**Di** wöchentl. 08:00 - 10:00 18.04.2017 - 15.07.2017  1502 - 709

Sommer 2017
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

Registration – StudIP 01.03.2017-31.03.2017 / Size restriction: 20 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Further Information – jill.schneller@engsem.~ or darren.foster@engsem.~

Advanced Composition (Group 5)

Seminar, SWS: 2, Max. Teilnehmer: 20
Schneller, Jill

Di wöchentl. 10:00 - 12:00 18.04.2017 - 27.06.2017 1502 - 613
Sa Einzel 09:00 - 13:00 24.06.2017 - 24.06.2017
Sa Einzel 09:00 - 13:00 01.07.2017 - 01.07.2017

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

Registration – StudIP 01.03.2017-31.03.2017 (by 31.01.2017 for Blockkurse) / Size restriction: 20 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Further Information – jill.schneller@engsem.~

Please note that students who take this course will be required to take a mock exam on Saturday, 24 June 2017, 9:00-13:00. The final exam will take place on Saturday, 1 July 2017, 9:00-13:00.

Advanced Composition (Group 6)

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

Mi wöchentl. 08:00 - 10:00 19.04.2017 - 15.07.2017 1502 - 709

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

Bemerkung

Registration – StudIP 01.03.2017-31.03.2017 (by 31.01.2017 for Blockkurse) / Size restriction: 20 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Further Information – jill.schneller@engsem.~ or darren.foster@engsem.~

Advanced Composition (Group 7)

Seminar, SWS: 2, Max. Teilnehmer: 20
Schneller, Jill

Mi wöchentl. 10:00 - 12:00 19.04.2017 - 28.06.2017 1502 - 613
Sa Einzel 09:00 - 13:00 24.06.2017 - 24.06.2017
Sa Einzel 09:00 - 13:00 01.07.2017 - 01.07.2017

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

Bemerkung

SP4
Foundations Methodology of Teaching English as a Foreign Language (DidF1/DidF2) (schulisch)

**DidF1**
**Introduction to English Language Teaching**

Seminar, SWS: 2. Max. Teilnehmer: 30
Fuchs, Stefanie

<table>
<thead>
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<th>Mi wöchentl.</th>
<th>10:00 - 12:00 19.04.2017 - 12.07.2017 1502 - 615</th>
</tr>
</thead>
</table>

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 An optional tutorial will be offered.

Literatur
Recommended literature:
Additional texts will be posted on StudIP

**DidF2**
**Heterogeneity and Inclusion in the EFL classroom**

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

<table>
<thead>
<tr>
<th>Di wöchentl.</th>
<th>14:00 - 16:00 18.04.2017 - 15.07.2017 1502 - 615</th>
</tr>
</thead>
</table>

Kommentar This seminar will provide students with the basic knowledge of heterogeneity and inclusion in eduction. With a special focus on TEFL, participants will gain some relevant theoretical background on the application of teaching and learning in heterogeneous and inclusive classrooms. Participants will get to know some inclusive practices as well. Little field studies in inclusive schools are planned in order to enlarge and enrich the discussion.

Bemerkung Registration – StudIP 01.03.-30.03.2017 / Size restriction – 30 / Prerequisites – DidF1 / Further Information – gabriele.blell@engsem.~

Literatur
DidF2
See course page on StudIP.

Method Guide to Teaching Communicative Skills within Heterogeneous Learner Groups
Englisches Seminar

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Type</th>
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<th>Dates</th>
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<tr>
<td>Fr</td>
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<td>15:00 - 18:00</td>
<td>28.04.2017 - 19.05.2017</td>
<td>1502 - 615</td>
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<td>Sa</td>
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<td>10:00 - 15:00</td>
<td>28.04.2017 - 20.05.2017</td>
<td>1502 - 615</td>
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<td>Fr</td>
<td>Einzel</td>
<td>15:00 - 18:00</td>
<td>16.06.2017 - 17.06.2017</td>
<td>1502 - 615</td>
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<tr>
<td>Sa</td>
<td>Einzel</td>
<td>10:00 - 15:00</td>
<td>17.06.2017 - 10.07.2017</td>
<td>1502 - 615</td>
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<tr>
<td>Mo</td>
<td>Einzel</td>
<td>14:00 - 19:00</td>
<td>10.07.2017 - 10.07.2017</td>
<td>1502 - 709</td>
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</tbody>
</table>

Kommentar: Heterogeneity within learner groups, inclusion, individualization and internal differentiation are catchwords within the current educational policy discourse. This seminar aims at revisiting general principles when teaching communicative skills, such as receptive (listening, viewing and reading comprehension) and productive (speaking and writing) skills, including mediation and commutative grammar instruction within the English classroom. In doing so, we will build upon learned theories from the course Introduction to English Language Teaching (DidF1) and focus on practice-oriented principles of teaching English as a foreign language in the light of heterogeneous learner groups. We will develop general teaching principles of internal differentiation and how to use these effectively. Since this seminar is a block seminar, you are required to attend all (!) sessions, to thoroughly prepare each session in terms of reading assignments and task completion as well as presentations.

Bemerkung: Registration – StudIP 1.3.-30.3.2017 / Size restriction – 25 / Prerequisites – DidF1 / Further Information – alexander.woltin@engsem.~

DidF2


Teaching Gender in the EFL Classroom

Seminar, SWS: 2, Max. Teilnehmer: 30
Fuchs, Stefanie

Mo wöchentl. 14:00 - 16:00 24.04.2017 - 12.07.2017 1502 - 615

Kommentar: Until today, institutionalized foreign language teaching and learning has marginalized gender relations. As a topical area, Gender Studies plays hardly any role in the EFL classroom. Especially the results of international and national educational research show that gender differences between girls and boys are of great interest again. According to various studies girls are not only more motivated but also more likely to learn a (foreign) language more easily. (Schmenk 2002, Fuchs 2013, 2014).

This seminar gives an introduction into the complexity of gender relations in the context of language teaching theory and practice. We will consider historical, psychological and linguistic aspects as we discuss (not only binary) gender differences in the foreign language classroom. Hereby we mainly focus on the influence teaching and learning materials.

Bemerkung: Registration – StudIP 1.3.-30.3.2017 / Size restriction – 30 / Prerequisites – DidF / Further Information – stefanie.fuchs@engsem.~

DidF2


Teaching Vocabulary & Grammar

Seminar, SWS: 2, Max. Teilnehmer: 30
Fuchs, Stefanie

Di wöchentl. 10:00 - 12:00 18.04.2017 - 15.07.2017 1502 - 615

Kommentar
Grammatical competence and word knowledge lead to communicative competence. However, there are divergent opinions on how and when to teach grammar and vocabulary in the foreign language classroom. On the one hand, grammar is simply necessary in language learning and teaching. On the other hand, learners will acquire grammatical structures on their own and it is questionable which structures should be taught at all. In this seminar we will discuss the necessity of explicit grammar teaching as we take a look at the theoretical background, examine various methods, instructions and activities for teaching grammar and vocabulary in the classroom. We also develop our own teaching materials and learning tasks based on video material / observations of EFL classrooms at school.

Bemerkung
Registration – StudIP 1.3.-30.3.2017 / Size restriction – 30 / Prerequisites – DidF1 / Further Information – stefanie.fuchs@engsem.

Literatur

Language Practice Elective (SPE1/SPE2) (außerschulisch)

SP E1
Contemporary Britain SPE/SK (Group 1)

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

Mi wöchentl. 10:00 - 12:00 19.04.2017 - 15.07.2017 1502 - 709

Kommentar
Contemporary Britain will introduce you to modern Britain's most important institutions and its most bewildering contradictions.

Sommer 2017
This course will provide you with behind-the-scenes-access to modern Britain. By the end of the course, you will know about eurosceptics underneath the thatched roofs, the binge-drinking in country pubs, and the quality the Brits love most about the Queen: she keeps her mouth shut. If you have ever wondered what makes Britain Britain, this is the course for you.

Bemerkung

SPE:

Registration – StudIP 01.03.2017-31.03.2017 / Prerequisites – SP1 + SP2 / Assessment Tasks: one group activity (SL), 90 min. exam (PL) / Further Information – darren.foster@engsem.

SK:

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

Registration – StudIP 01.03.2017-31.03.2017 / Prerequisites – none / Assessment Tasks: one group activity and one end-of-course test (SL) / Further Information - darren.foster@engsem.

Literatur

Please purchase the course book indicated below before the course begins, and bring it – together with a willingness to discuss and present on contemporary issues – to the first session.


Contemporary Britain SPE/SK (Group 2)

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

Do wöchentlich 10:00 - 12:00 20.04.2017 - 15.07.2017 1502 - 709

Kommentar

Contemporary Britain will introduce you to modern Britain’s most important institutions and its most bewildering contradictions.

This course will provide you with behind-the-scenes-access to modern Britain. By the end of the course, you will know about eurosceptics underneath the thatched roofs, the binge-drinking in country pubs, and the quality the Brits love most about the Queen: she keeps her mouth shut. If you have ever wondered what makes Britain Britain, this is the course for you.

Bemerkung

SPE:

Registration – StudIP 01.03.2017-31.03.2017 / Prerequisites – SP1 + SP2 / Assessment Tasks: one group activity (SL), 90 min. exam (PL) / Further Information – darren.foster@engsem.

SK:

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

Registration – StudIP 01.03.2017-31.03.2017 / Prerequisites – none / Assessment Tasks: one group activity and one end-of-course test (SL) / Further Information - darren.foster@engsem.

Literatur

Please purchase the course book indicated below before the course begins, and bring it – together with a willingness to discuss and present on contemporary issues – to the first session.


Investigating song texts (Blockseminar)

Sommer 2017
### Englisches Seminar

<table>
<thead>
<tr>
<th>Seminar, Max. Teilnehmer: 25</th>
<th>Gans, Anne</th>
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<tr>
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<tr>
<td><strong>Kommentar</strong></td>
<td>This course uses the lyrics of pop songs as the vehicle to extend vocabulary, practise grammar and style, analyse the use of stylistic devices and discuss contemporary issues covered in the songs’ contents.</td>
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<td><strong>Bemerkung</strong></td>
<td>SPE:</td>
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**Registration** – StudIP 01.03.2017-31.03.2017 / **Prerequisites** – SP1 + SP2 / **Assessment Tasks** – one written task (SL), 90-min. exam (PL) / **Further Information** – anne.gans@engsem.

Size restriction: 25

**SK:**

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

**Registration** – StudIP 01.03.2017-31.03.2017 / **Prerequisites** – none / **Assessment Tasks** – SL: one written task / **Further Information** – anne.gans@engsem.

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### SP E2

#### Contemporary Britain SPE/SK (Group 1)

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 20</th>
<th>Foster, Darren Paul</th>
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<tr>
<td><strong>Mi wöchentl. 10:00 - 12:00 19.04.2017 - 15.07.2017 1502 - 709</strong></td>
<td></td>
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<tr>
<td><strong>Kommentar</strong></td>
<td><strong>Contemporary Britain</strong> will introduce you to modern Britain’s most important institutions and its most bewildering contradictions. This course will provide you with behind-the-scenes-access to modern Britain. By the end of the course, you will know about eurosceptics underneath the thatched roofs, the binge-drinking in country pubs, and the quality the Brits love most about the Queen: she keeps her mouth shut. If you have ever wondered what makes Britain Britain, this is the course for you.</td>
</tr>
<tr>
<td><strong>Bemerkung</strong></td>
<td><strong>SPE:</strong></td>
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**Registration** – StudIP 01.03.2017-31.03.2017 / **Prerequisites** – SP1 + SP2 / **Assessment Tasks:** one group activity (SL), 90 min. exam (PL) / **Further Information** – darren.foster@engsem.

**SK:**

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

**Registration** – StudIP 01.03.2017-31.03.2017 / **Prerequisites** – none / **Assessment Tasks:** one group activity and one end-of-course test (SL) / **Further Information** – darren.foster@engsem.

**Literatur**

Please purchase the course book indicated below before the course begins, and bring it – together with a willingness to discuss and present on contemporary issues – to the first session.


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### Contemporary Britain SPE/SK (Group 2)

Sommer 2017
Contemporary Britain will introduce you to modern Britain's most important institutions and its most bewildering contradictions. This course will provide you with behind-the-scenes-access to modern Britain. By the end of the course, you will know about eurosceptics underneath the thatched roofs, the binge-drinking in country pubs, and the quality the Brits love most about the Queen: she keeps her mouth shut. If you have ever wondered what makes Britain Britain, this is the course for you.

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

Please purchase the course book indicated below before the course begins, and bring it – together with a willingness to discuss and present on contemporary issues – to the first session.


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

This course uses the lyrics of pop songs as the vehicle to extend vocabulary, practise grammar and style, analyse the use of stylistic devices and discuss contemporary issues covered in the songs' contents.
**Englisches Seminar**

**Registration** – Stud.IP 01.03.2017-31.03.2017 / **Prerequisites** – SP1 + SP2 / **Assessment Tasks** – one written task (SL), 90-min. exam (PL) / **Further Information** – anne.gans@engsem.

Size restriction: 25

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

**Focus Elective (AmerA/BritA/LingA1/LingA2) (außerschulisch)**

**AmerA**

**African American Autobiographies**

Seminar, SWS: 2, Max. Teilnehmer: 35

Soller, Bettina

**Do** wöchentl. 14:00 - 16:00 20.04.2017 - 15.07.2017 1502 - 609

**Kommentar**
This seminar will investigate the discourse, tradition and political engagement of African American autobiographies. As a class we will explore the thematic and formal breadth of the genre through investigations of early publications from the 1800s to recent contemporary examples of the era of #BlackLivesMatter. We will engage with theories about autobiographical and life writing to understand the simultaneous narrating and witnessing of historical events and the understanding of the self as textual construction. The description of the personal and unique perspective in a specific historic context will be related to an understanding of the African American autobiography as a running commentary on the collective experience of African Americans in the United States. The best-known example of African American life writing is probably the slave narrative and we will begin by reading classic autobiographies by Frederick Douglass and Harriet Jacobs and move across time to investigate, for example, select texts from the Harlem Renaissance (Zora Neale Hurston), the 1960s (Malcom X) and recent publications like Ta-Nehisi Coates’ *Between the World and Me* and Margo Jefferson’s *Negroland*.

**Bemerkung**
AmerA/AAS3


**Literatur**
Literature – A list of readings will be announced in class.

**Media Theory, Media Archaeology**

Seminar, SWS: 2, Max. Teilnehmer: 35

Brasch, Ilka

**Mi** wöchentl. 10:00 - 12:00 19.04.2017 - 15.07.2017 1502 - 609

**Kommentar**
In the past decades, media archaeology has become somewhat of a buzz word in media theory. Itself an “undisciplined discipline,” as Vivian Sobchack termed it, media archaeology combines multiple ways of studying media history – most particularly through incorporating ‘early’ visual media, for instance 19th-century optical toys, in its investigations. Additionally, media archaeology itself benefits from and mobilizes earlier critical approaches, from discourse analysis to literary New Historicism, to early media theorists such as Walter Benjamin. Throughout this semester, we will both familiarize ourselves with these conceptual backgrounds of the field and study new approaches and developments in 21st-century media archaeology.

**Bemerkung**
AmerA/AAS1/AAS4
Postcolonial, (Trans)national, Global: Theoretical Debates

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Kommentar
The recent political developments in the United States call for some theoretical stocktaking. In this class we will revisit seminal discussions around cultural diversity and political power, and we will be concerned with the ways in which postcolonial theoretical debate have impacted on U.S. discourses of nation formation and hegemony. In particular, we will discuss the fact that nationalism professes to be regionally and politically specific, but manifests itself similarly and simultaneously in many different regions all over the world: nationalism is a transnational phenomenon.

Bemerkung
AmerA/AAS1

Literatur
Will be announced on StudIP as the semester approaches.

Theorizing Adolescence in American Literature, TV, and Film, 1791-2005

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

Kommentar
Adolescence is popularly thought of today as a period of intense psychological and sexual development. Although adolescence has been a term in the English language since the early 15th century, psychologists and sociologists did not define it as a distinct period of human maturation until the early 1900s. In this course, we will examine four novels (Charlotte Temple, The Adventures of Huckleberry Finn, Julie of the Wolves, and The House on Mango Street), as well as a number of shorter texts, films, and television shows, such as Cooley High, Hard Candy, and Buffy the Vampire Slayer, that feature people we would identify today as adolescents. Through the use of these primary and selected secondary texts, we will examine the development of the American adolescent, both as a theoretical idea and as a complex stage of human maturation. Our primary lines of inquiry will be in examining the ways these texts represent the relationships between adolescence, innocence, sexuality, race, and labor throughout US history. Please ensure you can finish reading Huckleberry Finn by mid-semester.

Bemerkung
AmerA/AAS4

Literatur
Please purchase: Jean Craighead George’s Julie of the Wolves and Sandra Cisneros’s The House on Mango Street. All other novels and secondary texts will be available through StudIP.

True Woman/New Women: Gender Negotiations in the 19th Century

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Kommentar
In this course we will investigate the conceptualizations of gender in the United States of the 19th century. We will start by discussing exemplary texts charting the so-called 'cult of...
domesticity’ and the model figure of the true woman. We will then look into the puzzling intersections of the cult of domesticity with seemingly much more progressive models of family life and womanhood – reflecting upon the fact that the transition between ‘true woman’ and ‘new woman’ is far from clear-cut and univocal. We will be concerned with literary texts, political manifestos, guidebooks and manuals, essays and speeches, and thus engage with a broad range of different texts sorts and genres.

Englisches Seminar

Bemerkung

AmerA/AAS2/AAS3


Literatur

A reader with course material will be made available on StudIP.

BritA

Lower - Middle - Upper: Identifying and Discussing Class

Seminar, SWS: 2
Grünkemeier, Ellen

Di wöchentl. 10:00 - 12:00 18.04.2017 - 15.07.2017 1502 - 703

Kommentar

Class is a central category for understanding and discussing British society, culture and literature. At a basic level, class implies a social hierarchy that can be analysed with the categories of education, occupation, money, leisure activities, housing, clothing, language, etc. Yet, how exactly can they help us recognize and define a literary character’s social status or the social setting of a text as a whole?

This seminar will draw on material from the 19th and early 20th centuries because the modern terminology of upper, middle and lower classes has been developed along the Industrial Revolution and its crucial re-structuring of society. In order to familiarise students with the intricate term and concept of class, we will read non-fictional and fictional texts to bring to light the inscribed class-based power relations, which may not be immediately apparent – at least to uninitiated readers today. Using various context-oriented theoretical approaches, we will then assess in what ways our knowledge about historically changing class relations can be made productive for interpreting literary texts.

Beginning with Dorothy L. Sayers’s crime novel Whose Body? (1923), we will address class as a central means of characterising the detective and protagonist Lord Peter Wimsey. We will also read the novel’s representation of crime as a threat to the social order and the norms and values of (upper) middle-class society. Moving into the 19th century, we will study Ford Madox Brown’s painting “Work” (1850/60s) which represents classes through their specific kinds of ‘work’ as well as Gustave Doré’s drawing “Over the City by the Railway” (1872) which foregrounds class by means of ‘back-to-back’ houses. The construction of class and space will also be central to our discussion of excerpts from Charles Dickens’s novel Hard Times (1854) and Friedrich Engels’s non-fictional account The Condition of the Working Class in England (1845), both of which represent the neighbourhoods, streets and dwellings of the working classes in the industrial centres of Northern England.

Bemerkung

Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – BritF2, BritF3 for FüBA students, none for others / Further Information – ellen.gruenkemeier@engsem.

Literatur

Please bring your own copy of Dorothy L. Sayers’ Whose Body? (any edition will do). Please read this crime novel before the course begins.

The other materials will be provided on StudIP and in a reader available from Copyshop Stork (Körnerstraße 3) from 10 April 2017. Please note that the 9th edition of the Norton Anthology of English Literature (2012) contains the excerpts from Dickens’s and Engels’s texts as well as Brown’s painting and Doré’s drawing.

Reading 18th Century British Classics

Sommer 2017
Englisches Seminar

- Bitte Veranstaltungsart auswählen -, SWS: 2
Gohrisch, Jana

Mi wöchentl. 10:00 - 12:00 19.04.2017 - 15.07.2017 1502 - 703

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 begin with 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 will be followed by John Gay’s The Beggar’s Opera (1728), which parodies not only the heroic and the sentimental comedy but also capitalist market economy. After Gay, we will study William Hogarth’s series of satirical paintings Marriage à la Mode (1742/43), and Thomas Gray’s “Elegy Written in a Country Churchyard” (1751), a melancholy poem on 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
Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.

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)
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.

South Africa: History, Culture, Literature

Seminar, SWS: 2
Gohrisch, Jana

Di wöchentl. 16:00 - 18:00 18.04.2017 - 15.07.2017 1502 - 613

Kommentar
In this seminar we will read historiographic and fictional texts about South Africa before and after the transition from the white minority rule of apartheid to a democratic society in the early 1990s. We will begin with the controversial post-apartheid novel Disgrace (1999) by J. M. Coetzee, who won the Nobel Prize for Literature in 2003. While the novel received the most prestigious British literary prize, the Booker, in 1999 and was adapted for the screen in 2009, it was severely criticized by the South African ANC government for its “subliminal racism”. After Disgrace, we will look at Phaswane Mpe’s equally short and disturbing novel Welcome to Our Hillbrow (2001) about inner-city violence and HIV/AIDS. To conclude we will read Kopano Matlwa’s prize-winning novel Coconut (2007), which contrasts the adolescence of two black girls in Johannesburg in the early 2000s. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race and class as well as on the narrative strategies and tropes employed by the texts (practicing the analytical terms from the ‘Introduction to Literary Studies').

Bemerkung
Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.

Literatur
Required Reading:
BritA / AAS5 / Atlantic Studies
Clark, N. and W. H. Worger. South Africa. The Rise and Fall of Apartheid (2011)
Coetzee, J. M. Disgrace (1999)
Mpe, Phaswane. Welcome to our Hillbrow (2001)
The historiographic text by Clark and Worger will be provided on StudIP or in a reader.
Please buy and bring your own copies of the novels by Coetzee, Matlwa and Mpe and read possibly all three of them before the course begins.

**LingA1**
**Deutsch und Englisch im Vergleich und im Kontrast – English and German in Comparison and Contrast**

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

10:00 - 12:00 18.04.2017 - 15.07.2017 1502 - 003

**Kommentar**
This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird’s-eye view of the two languages: the task will be to work out their most essential characterics and trace back our findings concerning what they have and have not in common to general tendencies among the world’s languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order and word stress.
Relevant literature will be announced in due time.

**Bemerkung**
Teilnehmerzahl: 30.

**Structural Semantics vs. Cognitive Semantics**

* Seminar, SWS: 2, Max. Teilnehmer: 35
* Schulze, Rainer

16:00 - 18:00 18.04.2017 - 15.07.2017 1502 - 703

**Kommentar**
This advanced seminar will offer a comprehensive overview of the two major strands of word-meaning research in English linguistics. We will chart the evolution of these two strands and will present their main ideas, their landmark publications, and the dominant figures in lexical semantics. The theoretical and methodological relationship between the two approaches to word meaning will be a major point of attention throughout the seminar.
In a nutshell, the theoretical frameworks that we will successively introduce and discuss include the following: structural semantics with lexical field theory, relational semantics, and componential analysis; cognitive semantics with prototypicality and salience, conceptual metaphor and metonymy (and blending), Idealized Cognitive Models and frames, and usage and change.

**Bemerkung**
*Registration* – Stud.IP 1.3.-30.3.2017 / *Size restriction: 35 / Prerequisites* – LingF1-LingF4 / *Further Information* – rainer.schulze@engsem.~

**Literatur**
Recommended reading:
A reader will be made available at the beginning of the semester.

**LingA2**
*Learner Corpus Research*

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Mo wöchentl. 18:00 - 20:00 24.04.2017 - 15.07.2017 1502 - 703

**Kommentar**
This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of Learner Corpus Research (LCR) and the interaction between LCR, Second Language Acquisition and TEFL.

**Bemerkung**
LingA2, M8 (DEL)

*Registration* – Stud.IP 1.3.-30.3.2017 / *Size restriction: 35 / Prerequisites* – LingF1-LingF2-LingF4 / *Further Information* – ulrike.altendorf@engsem ~

**Literatur**
Required Reading will be announced in class. Texts will be available on stud.ip.

**LinguA³**

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

Di wöchentl. 16:00 - 18:00 11.04.2017 - 12.07.2017 1502 - 609
Di wöchentl. 18:00 - 20:00 11.04.2017 - 11.07.2017 1502 - 103

**Kommentar**

In der Anglistik kann in diesem Kurs eine Studienleistung, es kann allerdings KEINE Prüfungsleistung erbracht werden. In der Germanistik sind beide Leistungstypen möglich. Ferner wird die Veranstaltung im Bereich Schlüsselkompetenzen (SK) angeboten.

**Bemerkung**
Teilnehmerzahl: 25.

**Literatur**
Wird im Seminar bekanntgegeben.

**Sociolinguistic Typology**

Seminar, SWS: 2, Max. Teilnehmer: 35
### Englisches Seminar

**Altendorf, Ulrike**

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<tr>
<td>Di</td>
<td>12:00 - 14:00</td>
<td>18.04.2017 - 15.07.2017</td>
<td>1502 - 703</td>
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</table>

**Kommentar**

This course will present Peter Trudgill’s theory of dialect contact and his recently developed theory of sociolinguistic typology as well as explore a selection of case studies to which either or both theories can be applied.

**Bemerkung**

LingA2, M5


**Literatur**


Cambridge: Cambridge University Press.

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### Advanced Elective (AmerA/BritA/LingA1/LingA2) (außerschulisch)

**AmerA**

**African American Autobiographies**

**Seminar, SWS: 2, Max. Teilnehmer: 35**

**Soller, Bettina**

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<th>Day</th>
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<td>20.04.2017 - 15.07.2017</td>
<td>1502 - 609</td>
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</table>

**Kommentar**

This seminar will investigate the discourse, tradition and political engagement of African American autobiographies. As a class we will explore the thematic and formal breadth of the genre through investigations of early publications from the 1800s to recent contemporary examples of the era of #BlackLivesMatter. We will engage with theories about autobiographical and life writing to understand the simultaneous narrating and witnessing of historical events and the understanding of the self as textual construction. The description of the personal and unique perspective in a specific historic context will be related to an understanding of the African American autobiography as a running commentary on the collective experience of African Americans in the United States. The best-known example of African American life writing is probably the slave narrative and we will begin by reading classic autobiographies by Frederick Douglass and Harriet Jacobs and move across time to investigate, for example, select texts from the Harlem Renaissance (Zora Neale Hurston), the 1960s (Malcom X) and recent publications like Ta-Nehisi Coates’ *Between the World and Me* and Margo Jefferson’s *Negroland*.

**Bemerkung**


**Literatur**

Literature – A list of readings will be announced in class.

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### Media Theory, Media Archaeology

**Seminar, SWS: 2, Max. Teilnehmer: 35**

**Brasch, Ilka**

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<td>Mi</td>
<td>10:00 - 12:00</td>
<td>19.04.2017 - 15.07.2017</td>
<td>1502 - 609</td>
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</table>

**Kommentar**

In the past decades, media archaeology has become somewhat of a buzz word in media theory. Itself an “undisciplined discipline,” as Vivian Sobchack termed it, media archaeology combines multiple ways of studying media history – most particularly through incorporating ‘early’ visual media, for instance 19th-century optical toys, in its investigations. Additionally, media archaeology itself benefits from and mobilizes earlier critical approaches, from discourse analysis to literary New Historicism, to early media theorists such as Walter Benjamin. Throughout this semester, we will both familiarize ourselves with these conceptual backgrounds of the field and study new approaches and developments in 21st-century media archaeology.
<table>
<thead>
<tr>
<th>Seminar</th>
<th>SWS: 2, Max. Teilnehmer: 35</th>
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<tbody>
<tr>
<td><strong>Postcolonial, (Trans)national, Global: Theoretical Debates</strong></td>
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<td><strong>Seminar</strong></td>
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<td>Mayer, Ruth</td>
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<td><strong>Mo wöchentl.</strong></td>
<td>10:00 - 12:00 24.04.2017 - 15.07.2017 1502 - 609</td>
</tr>
<tr>
<td><strong>Kommentar</strong></td>
<td>The recent political developments in the United States call for some theoretical stocktaking. In this class we will revisit seminal discussions around cultural diversity and political power, and we will be concerned with the ways in which postcolonial theoretical debate have impacted on U.S. discourses of nation formation and hegemony. In particular, we will discuss the fact that nationalism professes to be regionally and politically specific, but manifests itself similarly and simultaneously in many different regions all over the world: nationalism is a transnational phenomenon.</td>
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<tr>
<td><strong>Bemerkung</strong></td>
<td>AmerA/AAS1</td>
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<tr>
<td><strong>Literatur</strong></td>
<td>Will be announced on StudIP as the semester approaches.</td>
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<tr>
<th>Seminar</th>
<th>SWS: 2, Max. Teilnehmer: 35</th>
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<tbody>
<tr>
<td><strong>Theorizing Adolescence in American Literature, TV, and Film, 1791-2005</strong></td>
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<td><strong>Seminar</strong></td>
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<tr>
<td>Fagan, Abigail</td>
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<tr>
<td><strong>Do wöchentl.</strong></td>
<td>12:00 - 14:00 20.04.2017 - 15.07.2017 1502 - 609</td>
</tr>
<tr>
<td><strong>Kommentar</strong></td>
<td>Adolescence is popularly thought of today as a period of intense psychological and sexual development. Although adolescence has been a term in the English language since the early 15th century, psychologists and sociologists did not define it as a distinct period of human maturation until the early 1900s. In this course, we will examine four novels (Charlotte Temple, The Adventures of Huckleberry Finn, Julie of the Wolves, and The House on Mango Street), as well as a number of shorter texts, films, and television shows, such as Cooley High, Hard Candy, and Buffy the Vampire Slayer, that feature people we would identify today as adolescents. Through the use of these primary and selected secondary texts, we will examine the development of the American adolescent, both as a theoretical idea and as a complex stage of human maturation. Our primary lines of inquiry will be in examining the ways these texts represent the relationships between adolescence, innocence, sexuality, race, and labor throughout US history. Please ensure you can finish reading Huckleberry Finn by mid-semester.</td>
</tr>
<tr>
<td><strong>Bemerkung</strong></td>
<td>AmerA/AAS4</td>
</tr>
<tr>
<td><strong>Literatur</strong></td>
<td>Please purchase: Jean Craighead George’s <em>Julie of the Wolves</em> and Sandra Cisneros’s <em>The House on Mango Street</em>. All other novels and secondary texts will be available through StudIP.</td>
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<tr>
<th>Seminar</th>
<th>SWS: 2, Max. Teilnehmer: 35</th>
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<tr>
<td><strong>True Woman/New Women: Gender Negotiations in the 19th Century</strong></td>
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<td><strong>Seminar</strong></td>
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<tr>
<td>Mayer, Ruth</td>
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<tr>
<td><strong>Di wöchentl.</strong></td>
<td>12:00 - 14:00 18.04.2017 - 15.07.2017 1502 - 609</td>
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**Sommer 2017**
In this course we will investigate the conceptualizations of gender in the United States of the 19th century. We will start by discussing exemplary texts charting the so-called 'cult of domesticity' and the model figure of the true woman. We will then look into the puzzling intersections of the cult of domesticity with seemingly much more progressive models of family life and womanhood – reflecting upon the fact that the transition between 'true woman' and 'new woman' is far from clear-cut and univocal. We will be concerned with literary texts, political manifestos, guidebooks and manuals, essays and speeches, and thus engage with a broad range of different texts sorts and genres.

This seminar will draw on material from the 19th and early 20th centuries because the modern terminology of upper, middle and lower classes has been developed along the Industrial Revolution and its crucial re-structuring of society. In order to familiarise students with the intricate term and concept of class, we will read non-fictional and fictional texts to bring to light the inscribed class-based power relations, which may not be immediately apparent – at least to uninitiated readers today. Using various context-oriented theoretical approaches, we will then assess in what ways our knowledge about historically changing class relations can be made productive for interpreting literary texts.

Beginning with Dorothy L. Sayers’s crime novel Whose Body? (1923), we will address class as a central means of characterising the detective and protagonist Lord Peter Wimsey. We will also read the novel’s representation of crime as a threat to the social order and the norms and values of (upper) middle-class society. Moving into the 19th century, we will study Ford Madox Brown’s painting “Work” (1850/60s) which represents classes through their specific kinds of ‘work’ as well as Gustave Doré’s drawing “Over the City by the Railway” (1872) which foregrounds class by means of ‘back-to-back’ houses. The construction of class and space will also be central to our discussion of excerpts from Charles Dickens’s novel Hard Times (1854) and Friedrich Engels’s non-fictional account The Condition of the Working Class in England (1845), both of which represent the neighbourhoods, streets and dwellings of the working classes in the industrial centres of Northern England.

Please bring your own copy of Dorothy L. Sayers’ Whose Body? (any edition will do). Please read this crime novel before the course begins.

The other materials will be provided on StudIP and in a reader available from Copyshop Stork (Körnerstraße 3) from 10 April 2017. Please note that the 9th edition of the Norton Anthology of English Literature (2012) contains the excerpts from Dickens’s and Engels’s texts as well as Brown’s painting and Doré’s drawing.
Englisches Seminar

Reading 18th Century British Classics

- Bitte Veranstaltungsart auswählen -, SWS: 2
Gohrisch, Jana

Mi wöchentl. 10:00 - 12:00 19.04.2017 - 15.07.2017 1502 - 703

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 begin with 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 will be followed by John Gay’s The Beggar’s Opera (1728), which parodies not only the heroic and the sentimental comedy but also capitalist market economy. After Gay, we will study William Hogarth’s series of satirical paintings Marriage à la Mode (1742/43), and Thomas Gray’s “Elegy Written in a Country Churchyard” (1751), a melancholy poem on 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
Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.~

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)

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.

South Africa: History, Culture, Literature

Seminar, SWS: 2
Gohrisch, Jana

Di wöchentl. 16:00 - 18:00 18.04.2017 - 15.07.2017 1502 - 613

Kommentar
In this seminar we will read historiographic and fictional texts about South Africa before and after the transition from the white minority rule of apartheid to a democratic society in the early 1990s. We will begin with the controversial post-apartheid novel Disgrace (1999) by J. M. Coetzee, who won the Nobel Prize for Literature in 2003. While the novel received the most prestigious British literary prize, the Booker, in 1999 and was adapted for the screen in 2009, it was severely criticized by the South African ANC government for its “subliminal racism”. After Disgrace, we will look at Phaswane Mpe’s equally short and equally disturbing novel Welcome to Our Hillbrow (2001) about inner-city violence and HIV/AIDS. To conclude we will read Kopano Matlwa’s prize-winning novel Coconut (2007), which contrasts the adolescence of two black girls in Johannesburg in the early 2000s. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race and class as well as on the narrative strategies and tropes employed by the texts (practicing the analytical terms from the ‘Introduction to Literary Studies’).

Bemerkung
Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.~
Required Reading:

Clark, N. and W. H. Worger. South Africa. The Rise and Fall of Apartheid (2011)
Coetzee, J. M. Disgrace (1999)
Mpe, Phaswane. Welcome to our Hillbrow (2001)

The historiographic text by Clark and Worger will be provided on StudIP or in a reader.
Please buy and bring your own copies of the novels by Coetzee, Matlwa and Mpe and read possibly all three of them before the course begins.

This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. Introduction to Linguistics), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird’s-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world’s languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order and word stress.

Relevant literature will be announced in due time.

This advanced seminar will offer a comprehensive overview of the two major strands of word-meaning research in English linguistics. We will chart the evolution of these two strands and will present their main ideas, their landmark publications, and the dominant figures in lexical semantics. The theoretical and methodological relationship between

Sommer 2017
the two approaches to word meaning will be a major point of attention throughout the seminar.

In a nutshell, the theoretical frameworks that we will successively introduce and discuss include the following: structural semantics with lexical field theory, relational semantics, and componential analysis; cognitive semantics with prototypicality and salience, conceptual metaphor and metonymy (and blending), Idealized Cognitive Models and frames, and usage and change.

**LingA2**  
**Learner Corpus Research**

Seminar, SWS: 2, Max. Teilnehmer: 35  
Altendorf, Ulrike

Mo wöchentl. 18:00 - 20:00 24.04.2017 - 15.07.2017  1502 - 703  

This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of Learner Corpus Research (LCR) and the interaction between LCR, Second Language Acquisition and TEFL.

**Bemerkung**  
LingA2, M8 (DEL)

**Literatur**  
Required Reading will be announced in class. Texts will be available on stud.ip.

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**LinguA³**

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

Di wöchentl. 16:00 - 18:00 11.04.2017 - 12.07.2017  1502 - 609  
Di wöchentl. 18:00 - 20:00 11.04.2017 - 11.07.2017  1502 - 103


In der Anglistik kann in diesem Kurs eine Studienleistung, es kann allerdings KEINE Prüfungsleistung erbracht werden. In der Germanistik sind beide Leistungstypen möglich. Ferner wird die Veranstaltung im Bereich Schlüsselkompetenzen (SK) angeboten.

**Bemerkung**  
Teilnehmerzahl: 25.

**Literatur**  
Wird im Seminar bekanntgegeben.

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Sommer 2017
Englisches Seminar

**Sociolinguistic Typology**

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

**Di wöchentl.** 12:00 - 14:00 18.04.2017 - 15.07.2017 1502 - 703

**Kommentar**
This course will present Peter Trudgill’s theory of dialect contact and his recently developed theory of sociolinguistic typology as well as explore a selection of case studies to which either or both theories can be applied.

**Bemerkung**
LingA2, M5

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF2-LingF4 / Further Information – ulrike.altendorf@engsem

**Literatur**

**Bachelorarbeit**
Kolloquium Englische Sprachwissenschaft

Kolloquium, SWS: 2
Schulze, Rainer

**Di wöchentl.** 12:00 - 13:00 18.04.2017 - 15.07.2017 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.

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

**Bemerkung**
Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – LingF1-LingF4 / Further Information – rainer.schulze@engsem.

**Kolloquium zum Studienabschluss in der Didaktik (FüBA & MEd.)**

Kolloquium, SWS: 2, Max. Teilnehmer: 15
Blell, Gabriele Fuchs, Stefanie

**Di wöchentl.** 16:00 - 18:00 18.04.2017 - 12.07.2017 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. Es werden empirische Forschungsmethoden aufgezeigt und diskutiert.

**Bemerkung**
Registration – StudIP 1.3.-30.3.2017 / Size restriction – 15 / Prerequisites – None / Further Information – gabriele.blell@engsem.~/ stefanie.fuchs@engsem.

**Literatur**
See course page on StudIP.

Professionalisierungsbereich: Schlüsselkompetenzen

Sommer 2017 42
Contemporary Britain SPE/SK (Group 1)

<table>
<thead>
<tr>
<th>Foster, Darren Paul</th>
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<tbody>
<tr>
<td>Mi. wöchentl. 10:00 - 12:00 19.04.2017 - 15.07.2017 1502 - 709</td>
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<tr>
<td>Kommentar</td>
</tr>
<tr>
<td><em>Contemporary Britain</em> will introduce you to modern Britain’s most important institutions and its most bewildering contradictions.</td>
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<tr>
<td>This course will provide you with behind-the-scenes-access to modern Britain. By the end of the course, you will know about eurosceptics underneath the thatched roofs, the binge-drinking in country pubs, and the quality the Brits love most about the Queen: she keeps her mouth shut. If you have ever wondered what makes Britain Britain, this is the course for you.</td>
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<tr>
<td>Bemerkung</td>
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<td>SPE:</td>
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<tr>
<td><em>Registration</em> – StudIP 01.03.2017-31.03.2017 / <em>Prerequisites</em> – SP1 + SP2 / Assessment Tasks: one group activity (SL), 90 min. exam (PL) / <em>Further Information</em> – darren.foster@engsem.~</td>
</tr>
<tr>
<td>SK:</td>
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<tr>
<td>This course counts for EITHER Bereich A “Sprach-, Medien- und Darstellungskompetenzen” OR Bereich B &quot;Allgemeine Kompetenzen zur Förderung der Berufsbefähigung&quot;.</td>
</tr>
<tr>
<td>Literature</td>
</tr>
<tr>
<td>Please purchase the course book indicated below before the course begins, and bring it – together with a willingness to discuss and present on contemporary issues – to the first session.</td>
</tr>
</tbody>
</table>

Contemporary Britain SPE/SK (Group 2)

<table>
<thead>
<tr>
<th>Foster, Darren Paul</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do. wöchentl. 10:00 - 12:00 20.04.2017 - 15.07.2017 1502 - 709</td>
</tr>
<tr>
<td>Kommentar</td>
</tr>
<tr>
<td><em>Contemporary Britain</em> will introduce you to modern Britain’s most important institutions and its most bewildering contradictions.</td>
</tr>
<tr>
<td>This course will provide you with behind-the-scenes-access to modern Britain. By the end of the course, you will know about eurosceptics underneath the thatched roofs, the binge-drinking in country pubs, and the quality the Brits love most about the Queen: she keeps her mouth shut. If you have ever wondered what makes Britain Britain, this is the course for you.</td>
</tr>
<tr>
<td>Bemerkung</td>
</tr>
<tr>
<td>SPE:</td>
</tr>
<tr>
<td><em>Registration</em> – StudIP 01.03.2017-31.03.2017 / <em>Prerequisites</em> – none / Assessment Tasks: one group activity and one end-of-course test (SL) / <em>Further Information</em> - darren.foster@engsem.~</td>
</tr>
<tr>
<td>SK:</td>
</tr>
<tr>
<td>This course counts for EITHER Bereich A “Sprach-, Medien- und Darstellungskompetenzen” OR Bereich B &quot;Allgemeine Kompetenzen zur Förderung der Berufsbefähigung&quot;.</td>
</tr>
</tbody>
</table>
Englisches Seminar

Registration – StudIP 01.03.2017-31.03.2017 / Prerequisites – none / Assessment Tasks: one group activity and one end-of-course test (SL) / Further Information - darren.foster@engsem.

 Literatur
Please purchase the course book indicated below before the course begins, and bring it – together with a willingness to discuss and present on contemporary issues – to the first session.


English Theatre Workshop

Workshop, SWS: 6
Bennett, Peter

Mi wochentl. 14:00 - 18:00 12.04.2017 - 12.07.2017 1501 - 119
So wochentl. 14:00 - 18:00 21.05.2017 - 09.07.2017 1501 - 119

Kommentar
The aim, as usual, will be to perform an English-language play in the final week of the teaching period. The chosen play will be announced no later than the first meeting, possibly beforehand on our Internet homepage (see below for the address). All students who might be interested are warmly invited to the first meeting, which begins punctually at 14.00. Come and find out what is happening. Nobody is asked to commit themselves in the first two weeks.

The Theatre Workshop exists first and foremost for the pleasure of creating theatre in English. Credits for key competencies can be obtained incidentally, but that is not what the workshop is for and should not be the main reason for taking part.

Bemerkung
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”.

Further information – peter.bennett@engsem.

Investigating song texts (Blockseminar)

Seminar, Max. Teilnehmer: 25
Gans, Anne

Block 10:00 - 15:00 03.04.2017 - 07.04.2017 1502 - 615

Kommentar
This course uses the lyrics of pop songs as the vehicle to extend vocabulary, practise grammar and style, analyse the use of stylistic devices and discuss contemporary issues covered in the songs’ contents.

Bemerkung
SPE:

Registration – StudIP 01.03.2017-31.03.2017 / Prerequisites – SP1 + SP2 / Assessment Tasks – one written task (SL), 90-min. exam (PL) / Further Information – anne.gans@engsem.

Size restriction: 25

SK:

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

Registration – StudIP 01.03.2017-31.03.2017 / Prerequisites – none / Assessment Tasks – SL: one written task / Further Information – anne.gans@engsem.

Literarisches Kolloquium: NACH DRUCK, VOR DRUCK, UNTER DRUCK
Englisches Seminar

Seminar, SWS: 2
Meyer-Kovac, Jens | Milsch, Charlotte

Mi wöchentl. 16:00 - 18:00 12.04.2017 - 15.07.2017 1502 - 116

Bemerkung
Teilnehmerzahl: 30.

Praxisseminar KULTURVERANSTALTUNGEN

Seminar, SWS: 2
Meyer-Kovac, Jens | Milsch, Charlotte

Mi wöchentl. 14:00 - 16:00 12.04.2017 - 15.07.2017 1502 - 703

Bemerkung
Teilnehmerzahl: 30.

Bachelorstudiengang Technical Education - Fach Englisch

Advanced Language Practice (SP3/SP4)

SP3

SP4
Advanced Composition (Group 3)

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

Mo wöchentl. 10:00 - 12:00 24.04.2017 - 15.07.2017 1502 - 709
Kommentar  This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary
<table>
<thead>
<tr>
<th>Topic</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Composition (Group 4)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Seminar</strong></td>
<td>SWS: 2, Max. Teilnehmer: 20</td>
</tr>
<tr>
<td><strong>Foster, Darren Paul</strong></td>
<td></td>
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<tr>
<td><strong>Kommentar</strong></td>
<td>This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary</td>
</tr>
<tr>
<td><strong>Bemerkung</strong></td>
<td>SP4</td>
</tr>
<tr>
<td><strong>Registration</strong></td>
<td>StudIP 01.03.2017-31.03.2017 (by 31.01.2017 for Blockkurse) / Size restriction: 20 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Further Information – jill.schneller@engsem.~ or darren.foster@engsem.~</td>
</tr>
</tbody>
</table>

| **Advanced Composition (Group 6)** |
| **Seminar** | SWS: 2, Max. Teilnehmer: 20 |
| **Foster, Darren Paul** |
| **Kommentar** | This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary |
| **Bemerkung** | SP4 |
| **Registration** | StudIP 01.03.2017-31.03.2017 (by 31.01.2017 for Blockkurse) / Size restriction: 20 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Further Information – jill.schneller@engsem.~ or darren.foster@engsem.~ |

| **Advanced Composition (Group 7)** |
| **Seminar** | SWS: 2, Max. Teilnehmer: 20 |
| **Schneller, Jill** |
| **Kommentar** | This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary |
| **Bemerkung** | SP4 |
| **Registration** | StudIP 01.03.2017-31.03.2017 (by 31.01.2017 for Blockkurse) / Size restriction: 20 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Further Information – jill.schneller@engsem.~ |

Please note that students who take this course will be required to take a mock exam on Saturday, 24 June 2017, 9:00-13:00. The final exam will take place on Saturday, 1 July 2017, 9:00-13:00.
Englisches Seminar

Linguistics TECH (LingF1/LingF2/LingF3)

**LingF1**

**LingF2**
Introduction to Linguistics II

Vorlesung, SWS: 2
Paland, Meike

Do wöchentl. 14:00 - 16:00 20.04.2017 - 15.07.2017 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 fulfils. This course is a sequel to Introduction to Linguistics I and will cover areas such as semantics and pragmatics, sociolinguistics, varieties of English, and historical linguistics.

Bemerkung

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: none / Prerequisites – LingF1 / Further Information –meike.pfaff@engsem.~

Literatur

**LingF3**

**English Sentences**

Vorlesung, SWS: 2
Schulze, Rainer

Mo wöchentl. 10:00 - 12:00 24.04.2017 - 15.07.2017 1502 - 003

Kommentar
This lecture will present, discuss and illustrate the major terms and concepts essential to the study of sentence structure in English. Word classes such as ‘determinative’, ‘noun’, ‘verb’, ‘preposition’ or ‘conjunction’ will be explained, and the properties of these categories discussed at length. Students will discover what is meant by the terms ‘subject’, ‘subject complement’, ‘predicator’ or ‘indirect object’, what a finite verb is, and what different subordinate clauses look like. Concepts such as ‘constituency’, ‘movement’ or ‘thematic roles’ will be introduced and exemplified, with extensive illustrations from English (and sometimes other languages).

Bemerkung

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: none / Prerequisites – LingF1-LingF2 / Further Information –rainer.schulzef@engsem.~

Literatur

Foundations Literature and Culture (AmerBritF1)

**AmerBritF1**

Foundations Language Practice (SP1/SP2)

**SP1**
Vocabulary and Pronunciation Blockseminar
### Englisches Seminar

**Seminar, Max. Teilnehmer: 20**  
**Foster, Darren Paul**

<table>
<thead>
<tr>
<th>Block</th>
<th>Kommentar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Which words are useful for reporting academic research? Why do <em>pear</em> and <em>bear</em> rhyme, but not <em>dear</em>? What do <em>subconscious</em> and <em>submarine</em> have in common? What is the difference between <em>extent</em> and <em>extend</em>? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.</td>
</tr>
</tbody>
</table>

**Bemerkung**  
*Registration* – StudIP 01.03.2017-31.03.2017 / *Size restriction*: 20 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – darren.foster@engsem.

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### SP2

**Grammar (Group 1)**

**Seminar, SWS: 2, Max. Teilnehmer: 25**  
**Foster, Darren Paul**

<table>
<thead>
<tr>
<th>Mo wöchentl.</th>
<th>08:00 - 10:00</th>
<th>24.04.2017 - 15.07.2017</th>
<th>1502 - 709</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kommentar</td>
<td>This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bemerkung</td>
<td>SP2</td>
<td></td>
<td></td>
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</table>

*Registration* – StudIP 01.03.2017-31.03.2017 / *Size restriction*: 25 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: will be specified in class, PL: exam / *Further Information* – anne.gans@engsem.~ or darren.foster@engsem.

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### Grammar (Group 2)

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

<table>
<thead>
<tr>
<th>Mo wöchentl.</th>
<th>10:00 - 12:00</th>
<th>24.04.2017 - 15.07.2017</th>
<th>1502 - 615</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kommentar</td>
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<td></td>
</tr>
<tr>
<td>Bemerkung</td>
<td>SP2</td>
<td></td>
<td></td>
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</table>

*Registration* – StudIP 01.03.2017-31.03.2017 / *Size restriction*: 25 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: will be specified in class, PL: exam / *Further Information* – anne.gans@engsem.~ or darren.foster@engsem.

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### Grammar (Group 3)

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

<table>
<thead>
<tr>
<th>Mo wöchentl.</th>
<th>12:00 - 14:00</th>
<th>24.04.2017 - 15.07.2017</th>
<th>1502 - 615</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kommentar</td>
<td>This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bemerkung</td>
<td>SP2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sommer 2017
Englisches Seminar

**Registration** – StudIP 01.03.2017-31.03.2017 / Size restriction: 25 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Further Information – anne.gans@engsem.~ or darren.foster@engsem.~

### Grammar (Group 4)

Seminar, SWS: 2, Max. Teilnehmer: 25  
Foster, Darren Paul

**Di** wöchentlich 10:00 - 12:00 18.04.2017 - 15.07.2017  
1502 - 709

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

**Bemerkung**  
SP2

### Grammar (Group 5)

Seminar, SWS: 2, Max. Teilnehmer: 25  
Foster, Darren Paul

**Do** wöchentlich 08:00 - 10:00 20.04.2017 - 15.07.2017  
1502 - 703

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

**Bemerkung**  
SP2

### Grammar (Group 6)

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

**Fr** wöchentlich 10:00 - 12:00 21.04.2017 - 15.07.2017  
1502 - 615

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

**Bemerkung**  
SP2

### Grammar (Group 7)

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

**Fr** wöchentlich 12:00 - 14:00 21.04.2017 - 15.07.2017  
1502 - 615

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

SP3

Advanced Composition (Group 5)

Seminar, SWS: 2, Max. Teilnehmer: 20
Schneller, Jill

Di  wöchentl. 10:00 - 12:00 18.04.2017 - 27.06.2017  1502 - 613
Sa  Einzel   09:00 - 13:00 24.06.2017 - 24.06.2017
Sa  Einzel   09:00 - 13:00 01.07.2017 - 01.07.2017

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

Bemerkung
SP4

Registration – StudIP 01.03.2017-31.03.2017 / Size restriction: 20 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Further Information – jill.schneller@engsem.~

Please note that students who take this course will be required to take a mock exam on Saturday, 24 June 2017, 9:00-13:00. The final exam will take place on Saturday, 1 July 2017, 9:00-13:00.

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

DidF1
Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 30
Fuchs, Stefanie

Mi  wöchentl. 10:00 - 12:00 19.04.2017 - 12.07.2017  1502 - 615

Kommentar
This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education.

The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Bemerkung
Registration – StudIP 1.3.-30.3.2017 / Size restriction – 30 / Prerequisites – None / Further Information – stefanie.fuchs@engsem.~

Literatur

DidF1
Recommended literature:


Additional texts will be posted on StudIP
DidF2
Heterogeneity and Inclusion in the EFL classroom

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

Di wöchentl. 14:00 - 16:00 18.04.2017 - 15.07.2017 1502 - 615
Kommentar This seminar will provide students with the basic knowledge of heterogeneity and inclusion in education. With a special focus on TEFL, participants will gain some relevant theoretical background on the application of teaching and learning in heterogeneous and inclusive classrooms.

Participants will get to know some inclusive practices as well. Little field studies in inclusive schools are planned in order to enlarge and enrich the discussion.

Bemerkung Registration – StudIP 01.03.-30.03.2017 / Size restriction – 30 / Prerequisites – DidF1 / Further Information – gabriele.blell@engsem.

Literatur See course page on StudIP.

Method Guide to Teaching Communicative Skills within Heterogeneous Learner Groups

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

Fr Einzel 15:00 - 18:00 28.04.2017 - 28.04.2017 1502 - 615
Sa Einzel 10:00 - 15:00 29.04.2017 - 29.04.2017 1502 - 615
Fr Einzel 15:00 - 18:00 19.05.2017 - 19.05.2017 1502 - 615
Sa Einzel 10:00 - 15:00 20.05.2017 - 20.05.2017 1502 - 615
Fr Einzel 15:00 - 18:00 16.06.2017 - 16.06.2017 1502 - 615
Sa Einzel 10:00 - 15:00 17.06.2017 - 17.06.2017 1502 - 615
Mo Einzel 14:00 - 19:00 10.07.2017 - 10.07.2017 1502 - 709
Kommentar Heterogeneity within learner groups, inclusion, individualization and internal differentiation are catchwords within the current educational policy discourse. This seminar aims at revisiting general principles when teaching communicative skills, such as receptive (listening, viewing and reading comprehension) and productive (speaking and writing) skills, including mediation and commutative grammar instruction within the English classroom. In doing so, we will build upon learned theories from the course Introduction to English Language Teaching (DidF1) and focus on practice-oriented principles of teaching English as a foreign language in the light of heterogeneous learner groups. We will develop general teaching principles of internal differentiation and how to use these effectively. Since this seminar is a block seminar, you are required to attend all (!) sessions, to thoroughly prepare each session in terms of reading assignments and task completion as well as presentations.

Bemerkung Registration – StudIP 1.3.-30.3.2017 / Size restriction – 25 / Prerequisites – DidF1 / Further Information – alexander.woltin@engsem.


Teaching Gender in the EFL Classroom

Seminar, SWS: 2, Max. Teilnehmer: 30
Fuchs, Stefanie

Mo wöchentl. 14:00 - 16:00 24.04.2017 - 12.07.2017 1502 - 615
Until today, institutionalized foreign language teaching and learning has marginalized gender relations. As a topical area, Gender Studies plays hardly any role in the EFL classroom. Especially the results of international and national educational research show that gender differences between girls and boys are of great interest again. According to various studies girls are not only more motivated but also more likely to learn a (foreign) language more easily. (Schmenk 2002, Fuchs 2013, 2014).

This seminar gives an introduction into the complexity of gender relations in the context of language teaching theory and practice. We will consider historical, psychological and linguistic aspects as we discuss (not only binary) gender differences in the foreign language classroom. Hereby we mainly focus on the influence teaching and learning materials.


See course page on StudIP.

Teaching Vocabulary & Grammar


See course page on StudIP.

Teaching Vocabulary & Grammar


See course page on StudIP.
### Intermediate American Literature and Culture (AmerF2/AmerF3)

**AmerF2**

**AmerF3**

**American Literature in the Late 18th and Early 19th Century**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 35</th>
<th>Brach, Ilka</th>
</tr>
</thead>
<tbody>
<tr>
<td>❓ wöchentl. 10:00 - 12:00</td>
<td>18.04.2017 - 15.07.2017</td>
</tr>
</tbody>
</table>

**Kommentar**

This course focuses on a time period that has been considered the beginning of US-American literature. Around the turn to the 19\textsuperscript{th} century, American cultural production was strongly influenced by but also aimed to dissociate from European models and trends. Simultaneously, the United States as a country were still formulating their own laws and political agendas, negotiating opinions on politics, religion, and social standards that differed among urban and rural populations, New Englanders and Southerners, or different ethnic groups.

In this class, we will consider a number of novels and excerpts from the time in their particular cultural and historic contexts, including sentimental literature (Hannah Webster Foster's *The Coquette* (1797), William Hill Brown's *The Power of Sympathy* (1789)), gothic novels (such as Charles Brockden Brown's *Wieland* (1798) or *Edgar Huntley* (1799)), and satiric texts (Hugh Henry Brackenridge's *Modern Chivalry* (1792-1815) and Royall Tyler's *The Algerine Captive* (1797)).

**Bemerkung**

AmerF3

*Registration* – Stud.IP 1.3.-30.3.2017 / *Size restriction: 35 / Prerequisites* – AmerBritF1 /

*Further Information* – ilka.brasch@engsem.

**Literatur**

Will be announced on StudIP as the semester approaches.

### Asian American Literature

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 35</th>
<th>Mayer, Ruth</th>
</tr>
</thead>
<tbody>
<tr>
<td>❓ wöchentl. 12:00 - 14:00</td>
<td>19.04.2017 - 15.07.2017</td>
</tr>
</tbody>
</table>

**Kommentar**

This course will be concerned with the history and with newer trends in Asian American literatures. We will read short fictional and non-fictional texts, selected (graphic) novels, and other material reflecting the wide scope of cultural expressions and representations of various Asian communities in the United States. Concepts such as the 'yellow peril' and the 'model minority' that have been projected upon Asian Americans in general will be correlated with political discussions, tensions and alliances that aim at distinguishing and differentiating particular groups and interests in the United States (we will presumably focus on examples from the fields of Chinese American, Vietnamese American, and Filipino/a American writing).

**Bemerkung**

AmerF3
Englisches Seminar

**Registration** – Stud.IP  1.3.-30.3.2017 / **Size restriction:** 35 / **Prerequisites** – AmerBritF1 / **Further Information** – ruth.mayer@engsem.

**Literatur**
A reader will be announced on StudIP as the semester approaches.

### Hard-Boiled Detectives and Film Noir

**Seminar, SWS:** 2, Max. Teilnehmer: 35
Mayer, Ruth

**Mo wöchentl. 12:00 - 14:00 24.04.2017 - 15.07.2017 1502 - 609**

**Kommentar**
From the 1930s onwards for about twenty years, the US went dark, hopeless and criminal. At least this is the impression one gets from watching American films and reading novels from this period. The Great (economic) Depression seemed to have made its way to the movie screens and book pages, as *noir* became a highly popular style of representation and a much-used narrative mode. In this class, we will look closely at the aesthetic and conceptual implications of this cultural turn to darkness. We will read novels such as James M. Cain's *The Postman Always Rings Twice* (1934) and Raymond Chandler's *The Big Sleep* (1939), and watch films such as *Double Indemnity* (Billy Wilder, 1944), *The Big Sleep* (Howard Hawks, 1946), *Touch of Evil* (Orson Welles, 1958) and *Sunset Boulevard* (Billy Wilder, 1950).

**Bemerkung**
AmerF3

**Registration** – Stud.IP  1.3.-30.3.2017 / **Size restriction:** 35 / **Prerequisites** – AmerBritF1 / **Further Information** – ruth.mayer@engsem.

**Literatur**
A reader will be announced on StudIP as the semester approaches.

### Identity and Power in Contemporary Transnational Literature

**Seminar, SWS:** 2
Oldehus, Anna-Lena

**Mi wöchentl. 12:00 - 14:00 19.04.2017 - 15.07.2017 1502 - 615**

**Kommentar**
In this class we will read Rakesh Satyal’s novel *Blue Boy* (2009) and a selection of short stories from Chimamanda Ngozi Adichie's *The Thing around Your Neck* (2010) to engage with aspects, trends, and dynamics of contemporary transnational literature. Please purchase a copy of these two works. As a theoretical and methodological basis, this class will deal with questions concerning power, identity, race, gender, and sexuality.

**Bemerkung**
AmerF3

This class is part of the Genderzertifikat.

**Registration** – Stud.IP  1.3.-30.3.2017 / **Size restriction:** 25 / **Prerequisites** – AmerBritF1 / **Further Information** – anna-lena.oldehus@engsem.

**Literatur**
Rakesh Satyal *Blue Boy* (2009), Chimamanda Ngozi Adichie *The Thing Around Your Neck* (2010). All other texts will be provided online on StudIp.

### Intermediate British Literature and Culture (BritF2/BritF3)

**BritF2**

**Survey of British Literatures and Cultures**

**Vorlesung, SWS:** 2
Gohrisch, Jana

**Mi wöchentl. 08:00 - 10:00 19.04.2017 - 15.07.2017 1502 - 003**

**Bemerkung zur Gruppe**

**Kommentar**
The aim of this lecture is to provide a broad introduction to the cultural and literary history of Britain as well as to current debates and conflicts in British culture. The lectures will not only offer historical and cultural facts, but will also question them from the various perspectives of Literary and Cultural Studies theories. Moreover, we 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.

Moritz Kiermeier will offer a tutorial for those who wish to do further work on the material and prepare the written test. The dates of this tutorial will be specified by Doodle.

Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – none / Further Information – jana.gohrisch@engsem.

BritF2

Recommended Reading:


**Tutorial to ”Survey of British Literatures and Cultures”**

**Tutorium, SWS: 2**
Kiermeier, Moritz

Mo wöchentl. 12:00 - 14:00 24.04.2017 - 15.07.2017 1502 - 703
Mo Einzel 16:00 - 18:00 19.06.2017 - 19.06.2017 1507 - 005

Kommentar: This tutorial is targeted to those students who wish to do further work on the material addressed in the ”Survey of British Literatures and Cultures” (BritF2).

In so doing, it will also help to prepare students for the written test.

Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - none

Literatur


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**BritF3**

**Beginning Shakespeare**

Seminar, SWS: 2
Grünkemeier, Ellen

Di wöchentl. 14:00 - 16:00 18.04.2017 - 15.07.2017 1502 - 609

Shakespeare’s plays have been performed, read and studied for centuries and they have had a pervasive influence on the English language and cultures around the world. In this seminar we will explore the richness of Shakespeare’s plays by focussing on As You Like It and The Tempest. Studying these exemplary texts, we will engage in close readings (based on the analytical categories from the ‘Introduction to Literary Studies’) and put to practice the theoretical concepts of Gender Studies and Postcolonial Criticism. We shall also explore the cultural, political and historical contexts because enjoyment of Shakespeare’s plays also requires an understanding of genre conventions, performance, Elizabethan theatre, theatre companies and audiences.

Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – AmerBritF1 / Further Information – ellen.gruenkemeier@engsem.

BritF3

Required Reading:

Please get hold of the following plays in the Oxford Edition (i.e. an edition with good annotations): William Shakespeare, As You Like It (Oxford Shakespeare) and The Tempest (Oxford Shakespeare).

Further (theoretical) texts covered in the seminar will be provided on Stud.IP and in a reader available from Copyshop Stork (Körnerstraße 3) from 10 April 2017.

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**Short Stories of the English-Speaking World**

Seminar, SWS: 2
Pardey, Hannah

Sommer 2017
### Enngisches Seminar

**Do wöchentl. 12:00 - 14:00 20.04.2017 - 15.07.2017 1502 - 615**

**Kommentar**  
In this course students will practise their skills in the analysis of narrative texts (acquired in the “Introduction to Literary Studies”) on various short stories of the English-speaking world. Starting with a brief introduction into questions of genre and terminology, we shall explore Edgar Allan Poe’s famous definition of the short story and investigate one of his Gothic spine-chillers in detail. After that, we will turn to realist, modernist, and postmodernist versions of the short story to examine the form’s development. The reading programme for this course will comprise the following authors: Thomas Hardy, Joseph Conrad, James Joyce, Katherine Mansfield, Elizabeth Bowen, and Ian McEwan. The course will conclude with a selection of short stories by postcolonial writers, such as Salman Rushdie and Chimamanda Ngozi Adichie, that appropriate the Anglo-American pattern for their political claims.

**Bemerkung**  
Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – AmerBritF1 / Further Information – hannah.pardey@engsem.~

**BritF3**

### Professionalisierungsbereich Schlüsselkompetenzen

Für weitere Veranstaltungen siehe das Angebot des Zentrums für Schlüsselkompetenzen.

#### Contemporary Britain SPE/SK (Group 1)

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

**Foster, Darren Paul**

**Mi wöchentl. 10:00 - 12:00 19.04.2017 - 15.07.2017 1502 - 709**

**Kommentar**  
Contemporary Britain will introduce you to modern Britain’s most important institutions and its most bewildering contradictions.

This course will provide you with behind-the-scenes-access to modern Britain. By the end of the course, you will know about eurosceptics underneath the thatched roofs, the binge-drinking in country pubs, and the quality the Brits love most about the Queen: she keeps her mouth shut. If you have ever wondered what makes Britain Britain, this is the course for you.

**Bemerkung**  
SPE:

*Registration* – StudIP 01.03.2017-31.03.2017 / *Prerequisites* – SP1 + SP2 / Assessment Tasks: one group activity (SL), 90 min. exam (PL) / *Further Information* – darren.foster@engsem.~

SK:

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

*Registration* – StudIP 01.03.2017-31.03.2017 / *Prerequisites* – none / Assessment Tasks: one group activity and one end-of-course test (SL) / *Further Information* - darren.foster@engsem.~

**Literatur**  
Please purchase the course book indicated below before the course begins, and bring it – together with a willingness to discuss and present on contemporary issues – to the first session.


---

Contemporary Britain SPE/SK (Group 2)
Englisches Seminar

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

Do wöchentl. 10:00 - 12:00 20.04.2017 - 15.07.2017 1502 - 709
Kommentar
Contemporary Britain will introduce you to modern Britain's most important institutions and its most bewildering contradictions.

This course will provide you with behind-the-scenes-access to modern Britain. By the end of the course, you will know about eurosceptics underneath the thatched roofs, the binge-drinking in country pubs, and the quality the Brits love most about the Queen: she keeps her mouth shut. If you have ever wondered what makes Britain Britain, this is the course for you.

Bemerkung
SPE:
Registration – StudIP 01.03.2017-31.03.2017 / Prerequisites – SP1 + SP2 / Assessment Tasks: one group activity (SL), 90 min. exam (PL) / Further Information – darren.foster@engsem.~

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

Registration – StudIP 01.03.2017-31.03.2017 / Prerequisites – none / Assessment Tasks: one group activity and one end-of-course test (SL) / Further Information - darren.foster@engsem.~

Literatur
Please purchase the course book indicated below before the course begins, and bring it – together with a willingness to discuss and present on contemporary issues – to the first session.


English Theatre Workshop

Workshop, SWS: 6
Bennett, Peter

Mi wöchentl. 14:00 - 18:00 12.04.2017 - 12.07.2017 1501 - -119
So wöchentl. 14:00 - 18:00 21.05.2017 - 09.07.2017 1501 - -119
Kommentar
The aim, as usual, will be to perform an English-language play in the final week of the teaching period. The chosen play will be announced no later than the first meeting, possibly beforehand on our Internet homepage (see below for the address). All students who might be interested are warmly invited to the first meeting, which begins punctually at 14.00. Come and find out what is happening. Nobody is asked to commit themselves in the first two weeks.

The Theatre Workshop exists first and foremost for the pleasure of creating theatre in English. Credits for key competencies can be obtained incidentally, but that is not what the workshop is for and should not be the main reason for taking part.

Bemerkung
SKET
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".

● Further information – peter.bennett@engsem.~

Investigating song texts (Blockseminar)

Seminar, Max. Teilnehmer: 25

Sommer 2017
Englisches Seminar

Gans, Anne

Block 10:00 - 15:00 03.04.2017 - 07.04.2017 1502 - 615

Kommentar This course uses the lyrics of pop songs as the vehicle to extend vocabulary, practise grammar and style, analyse the use of stylistic devices and discuss contemporary issues covered in the songs' contents.

Bemerkung SPE:

Registration – StudIP 01.03.2017-31.03.2017 / Prerequisites – SP1 + SP2 / Assessment Tasks – one written task (SL), 90-min. exam (PL) / Further Information – anne.gans@engsem.

Size restriction: 25

SK:

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

Registration – StudIP 01.03.2017-31.03.2017 / Prerequisites – none / Assessment Tasks – SL: one written task / Further Information – anne.gans@engsem.

Literarisches Kolloquium: NACH DRUCK, VOR DRUCK, UNTER DRUCK

Seminar, SWS: 2
Meyer-Kovac, Jens | Milsch, Charlotte

Mi wöchentl. 16:00 - 18:00 12.04.2017 - 15.07.2017 1502 - 116


Bemerkung Teilnehmerzahl: 30.

Praxisseminar KULTURVERANSTALTUNGEN

Seminar, SWS: 2
Meyer-Kovac, Jens | Milsch, Charlotte

Mi wöchentl. 14:00 - 16:00 12.04.2017 - 15.07.2017 1502 - 703

Bemerkung
Teilnehmerzahl: 30.

Masterstudiengang Lehramt Gymnasium - Fach Englisch

Fachpraktikum Englisch (DidPA): Erst und Zweitfach
Fachpraktikum Englisch: KGS Ronnenberg (unbetreut)

Fachpraktikum, Max. Teilnehmer: 4
Fuchs, Stefanie

Kommentar
In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst. Ergänzend werden von uns z. T. begleitende Blockpraktika angeboten:
Das Blockpraktikum findet zu Beginn des Schuljahres 2017/18 statt.
Die Teilnahme ist auf 4 Plätze limitiert, die bei Frau Dr. Fuchs in der Reihenfolge der Anmeldung über Stud.IP vergeben werden.

Bemerkung
Registration – StudIP 1.3.-30.3.2017 / Size restriction – 4 / Prerequisites – DidPA /
Further Information – stefanie.fuchs@engsem.~

DidFP

Literatur
Required Reading:
Course page on Stud.IP.

Fachpraktikum Englisch: KGS Sehnde (unbetreut)

Fachpraktikum, SWS: 2, Max. Teilnehmer: 5
Bierwirth, Annika

Kommentar
In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst. Ergänzend werden von uns Blockpraktika angeboten:
Das Blockpraktikum findet zu Beginn des Schuljahres 2017/18 statt. Termine werden rechtzeitig bekannt gegeben.
Die Teilnahme ist auf 5 Plätze limitiert, die in der Reihenfolge der Anmeldung über Stud.IP vergeben werden.

Bemerkung
Registration – StudIP 1.3..30.3.2017 / Size restriction – 5 / Prerequisites – DidPA /
Further Information – annika.bierwirth@engsem.~

DidFP

Literatur

Fachpraktikum Englisch: Leonore-Goldschmidt-Schule (IGS Mühlenberg)

Fachpraktikum, SWS: 2, Max. Teilnehmer: 3
Fuchs, Stefanie

Kommentar
In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst. Ergänzend werden von uns z. T. begleitende Blockpraktika angeboten:
Ein begleitetes Blockpraktikum findet zu Beginn des Schulhalbjahres 2017/18 in Hannover statt.
Zu der 5-wöchigen Zeit (inklusive Hospitation) an der Schule gibt es ein Vor- und ein Nachbereitungsseminar (jeweils 2 SWS).
Die Teilnahme ist auf 3 Plätze limitiert, die bei Frau Dr. Fuchs in der Reihenfolge der Anmeldung über Stud.IP vergeben werden.

**Bemerkung**

*Registration* – StudIP 1.3.-30.3.2017 / *Size restriction* – 4 – *Prerequisites* – DidPA / *Further Information* – stefanie.fuchs@engsem.~

DidFP

**Literatur**


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**Planung und Analyse von Englischunterricht**

Seminar, SWS: 2, Max. Teilnehmer: 25

Biehl, Gabriele

**Do** wöchentl. 08:00 - 10:00


1502 - 615

**Kommentar**

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch.


Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Geplant sind außerdem Unterrichtsversuche in der IGS Mühlenberg.

**Bemerkung**

*Registration* – StudIP 01.03.-30.03.2017 / *Size restriction* – 25 / *Prerequisites* – DidF / *Further Information* – gabriele.biehl@engsem.~

DidPA

**Literatur**


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**Planung und Analyse von Englischunterricht**

Seminar, SWS: 2, Max. Teilnehmer: 25

Bierwirth, Annika

**Fr** wöchentl. 12:00 - 14:00

21.04.2017 - 02.06.2017

1502 - 703

**Kommentar**

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden.

Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch.


Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

**Bemerkung**

*Registration* – StudIP 1.3.-30.3.2017 / *Size restriction* – 25 / *Prerequisites* – DidF / *Further Information* – annika.bierwirth@engsem.~

DidPA

**Literatur**

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

**Language Awareness Matters: Along the Way to a Language Sensitive School**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 40</th>
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</thead>
<tbody>
<tr>
<td>Blell, Gabriele</td>
</tr>
</tbody>
</table>

**Di wöchentl. 12:00 - 14:00 18.04.2017 - 15.07.2017 1502 - 615**

**Kommentar**

The new Lower Saxony "Kerncurriculum" for the EFL classroom (discussion version of 2016) more than earlier versions puts a strong focus on teaching facets of language awareness (Sprachbewusstheit) and language learning competence (Sprachlernenkompetenz). Language awareness, on the one hand, can be understood as explicit knowledge about language(s), and conscious perception and sensitivity in language learning and use (e.g. recognize, name and analyze communication problems and find possible 'repair strategies'; recognize, describe and evaluate language manipulation strategies (critical language awareness). On the other hand, language learning competence comprises the willingness and ability to analyze and critically reflect one’s own language learning and use. Learners should be able to make use of a repertoire of strategies (e.g. cognitive & metacognitive learning or social & emotional strategies). We will discuss selected topics and subsequently promote creative ways of dealing with them in a task based and learner- and activity based way.

**Bemerkung**

Registration – StudIP 1.3.-30.3.2017 / Size restriction – 40 / Prerequisites – DidF / Further Information – gabriele.blell@engsem.

**Literatur**

See course page on StudIP.

### Teaching English with (New) Media

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fuchs, Stefanie</td>
</tr>
</tbody>
</table>

**Mo wöchentl. 16:00 - 18:00 24.04.2017 - 15.07.2017 1502 - 615**

**Kommentar**

Media play a major role in the EFL classroom, as they not only improve learners’ motivation and autonomy, but also help them to acquire language skills and competence. This course will introduce and discuss different media and explore how these can be used effectively in the EFL classroom. Participants will be asked to work on projects in groups or individually.

After exploring the theoretical aspects (e.g. the pros and cons about different media, the integration of online-media) as well as reflecting on own media use and competence, the aim is to create units / lesson plans / tasks / materials for the future target student population(s).

**Bemerkung**

Registration – StudIP 01.03.-30.03.2017 / Size restriction - 20 / Prerequisites – DidF / Further Information – stefanie.fuchs@engsem.

**Literatur**


See course page on StudIP.

### Teaching Intercultural Communicative Competence

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

| Sommer 2017 | 61 |
Englisches Seminar

Fellmann, Gabriela

Mi Einzel 16:00 - 18:00 26.04.2017 - 26.04.2017 1502 - 615
Mi Einzel 16:00 - 18:00 03.05.2017 - 03.05.2017 1502 - 615
Sa Einzel 10:00 - 16:00 13.05.2017 - 13.05.2017 1502 - 615
Sa Einzel 10:00 - 16:00 17.06.2017 - 17.06.2017 1502 - 609
Sa Einzel 10:00 - 16:00 24.06.2017 - 24.06.2017 1502 - 609

Kommentar
Intercultural Communicative Competence is the main aim of foreign language teaching as one can read in recent guidelines, e.g. the Kerncurricula in Lower Saxony. In the English Language Classroom at school we practically aim at teaching our students various aspects. It is nevertheless extremely difficult to measure pupils’ competence about their own culture and the target culture.

In this seminar, we will therefore deal with intercultural communicative competence as far as theoretic concepts and practical approaches are concerned. We will focus on different definitions and models as well as the difficulty of assessing intercultural communicative competence. We will also look at different practical examples (from the classroom, from field trips like a COMENIUS-Project or a student exchange) and analyse their potential for developing intercultural communicative competence. Participants will have to design material for teaching.

Bemerkung
Registration – StudIP 1.3.-30.3.2017 / Size restriction – 30 / Prerequisites – DidF / Further Information – gabriela.fellmann@engsem.uni-hannover.de

Das Seminar beginnt an den Samstagen s. t., d. h. pünktlich um 10:00 Uhr!

DidA

Literatur


Teaching Literature: Many Voices - Many Cultures

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

Do wöchentl. 10:00 - 12:00 20.04.2017 - 12.07.2017 1502 - 615

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.

Bemerkung
Registration – StudIP 1.3.-30.3.2017 / Size restriction – 40 / Prerequisites – DidF / Further Information – Gabriele.blell@engsem.uni-hannover.de

DidA

Literatur
See course page on StudIP.
### Advanced Studies (LingA1/LingA2 oder AmerA/BritA) (Erstfach & Kleine Fakultas)

**AmerA**  
**African American Autobiographies**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 35</th>
<th>Soller, Bettina</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do wöchentl. 14:00 - 16:00 20.04.2017 - 15.07.2017 1502 - 609</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Kommentar</strong></td>
<td>This seminar will investigate the discourse, tradition and political engagement of African American autobiographies. As a class we will explore the thematic and formal breadth of the genre through investigations of early publications from the 1800s to recent contemporary examples of the era of #BlackLivesMatter. We will engage with theories about autobiographical and life writing to understand the simultaneous narrating and witnessing of historical events and the understanding of the self as textual construction. The description of the personal and unique perspective in a specific historic context will be related to an understanding of the African American autobiography as a running commentary on the collective experience of African Americans in the United States. The best-known example of African American life writing is probably the slave narrative and we will begin by reading classic autobiographies by Frederick Douglass and Harriet Jacobs and move across time to investigate, for example, select texts from the Harlem Renaissance (Zora Neale Hurston), the 1960s (Malcom X) and recent publications like Ta-Nehisi Coates’ <em>Between the World and Me</em> and Margo Jefferson’s <em>Negroland</em>.</td>
</tr>
<tr>
<td><strong>Literatur</strong></td>
<td>Literature – A list of readings will be announced in class.</td>
</tr>
</tbody>
</table>

### Postcolonial, (Trans)national, Global: Theoretical Debates

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 35</th>
<th>Mayer, Ruth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mo wöchentl. 10:00 - 12:00 24.04.2017 - 15.07.2017 1502 - 609</strong></td>
<td></td>
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<tr>
<td><strong>Kommentar</strong></td>
<td>The recent political developments in the United States call for some theoretical stocktaking. In this class we will revisit seminal discussions around cultural diversity and political power, and we will be concerned with the ways in which postcolonial theoretical debate have impacted on U.S. discourses of nation formation and hegemony. In particular, we will discuss the fact that nationalism professes to be regionally and politically specific, but manifests itself similarly and simultaneously in many different regions all over the world: nationalism is a transnational phenomenon.</td>
</tr>
<tr>
<td><strong>Literatur</strong></td>
<td>A reader will be announced on StudIP as the semester approaches.</td>
</tr>
</tbody>
</table>

### Theorizing Adolescence in American Literature, TV, and Film, 1791-2005

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 35</th>
<th>Fagan, Abigail</th>
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</thead>
<tbody>
<tr>
<td><strong>Do wöchentl. 12:00 - 14:00 20.04.2017 - 15.07.2017 1502 - 609</strong></td>
<td></td>
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<tr>
<td><strong>Kommentar</strong></td>
<td>Adolescence is popularly thought of today as a period of intense psychological and sexual development. Although adolescence has been a term in the English language since the early 15th century, psychologists and sociologists did not define it as a distinct period of human maturation until the early 1900s. In this course, we will examine four novels (Charlotte Temple, The Adventures of Huckleberry Finn, Julie of the Wolves, and</td>
</tr>
</tbody>
</table>
The House on Mango Street), as well as a number of shorter texts, films, and television shows, such as Cooley High, Hard Candy, and Buffy the Vampire Slayer, that feature people we would identify today as adolescents. Through the use of these primary and selected secondary texts, we will examine the development of the American adolescent, both as a theoretical idea and as a complex stage of human maturation. Our primary lines of inquiry will be in examining the ways these texts represent the relationships between adolescence, innocence, sexuality, race, and labor throughout US history. Please ensure you can finish reading Huckleberry Finn by mid-semester.

**True Woman/New Women: Gender Negotiations in the 19th Century**

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

**Di** wöchentl. 12:00 - 14:00 18.04.2017 - 15.07.2017 1502 - 609

In this course we will investigate the conceptualizations of gender in the United States of the 19th century. We will start by discussing exemplary texts charting the so-called 'cult of domesticity' and the model figure of the true woman. We will then look into the puzzling intersections of the cult of domesticity with seemingly much more progressive models of family life and womanhood – reflecting upon the fact that the transition between 'true woman' and 'new woman' is far from clear-cut and univocal. We will be concerned with literary texts, political manifestos, guidebooks and manuals, essays and speeches, and thus engage with a broad range of different texts sorts and genres.

**BritA**

**Lower - Middle - Upper: Identifying and Discussing Class**

Seminar, SWS: 2
Grünkemeier, Ellen

**Di** wöchentl. 10:00 - 12:00 18.04.2017 - 15.07.2017 1502 - 703

Class is a central category for understanding and discussing British society, culture and literature. At a basic level, class implies a social hierarchy that can be analysed with the categories of education, occupation, money, leisure activities, housing, clothing, language, etc. Yet, how exactly can they help us recognize and define a literary character's social status or the social setting of a text as a whole?

This seminar will draw on material from the 19th and early 20th centuries because the modern terminology of upper, middle and lower classes has been developed along the Industrial Revolution and its crucial re-structuring of society. In order to familiarise students with the intricate term and concept of class, we will read non-fictional and fictional texts to bring to light the inscribed class-based power relations, which may not be immediately apparent – at least to uninitiated readers today. Using various context-oriented theoretical approaches, we will then assess in what ways our knowledge about historically changing class relations can be made productive for interpreting literary texts.

Sommer 2017
Beginning with Dorothy L. Sayers’s crime novel *Whose Body?* (1923), we will address class as a central means of characterising the detective and protagonist Lord Peter Wimsey. We will also read the novel’s representation of crime as a threat to the social order and the norms and values of (upper) middle-class society. Moving into the 19th century, we will study Ford Madox Brown’s painting “Work” (1850/60s) which represents classes through their specific kinds of ‘work’ as well as Gustave Doré’s drawing “Over the City by the Railway” (1872) which foregrounds class by means of ‘back-to-back’ houses. The construction of class and space will also be central to our discussion of excerpts from Charles Dickens’s novel *Hard Times* (1854) and Friedrich Engels’s non-fictional account *The Condition of the Working Class in England* (1845), both of which represent the neighbourhoods, streets and dwellings of the working classes in the industrial centres of Northern England.

**Bemerkung**
Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – BritF2, BritF3 for FüBA students, none for others / Further Information – ellen.gruenkemeier@engsem.~

**Literatur**
Please bring your own copy of Dorothy L. Sayers’ *Whose Body?* (any edition will do). Please read this crime novel before the course begins.

The other materials will be provided on StudIP and in a reader available from Copyshop Stork (Körnerstraße 3) from 10 April 2017. Please note that the 9th edition of the Norton Anthology of English Literature (2012) contains the excerpts from Dickens’s and Engels’s texts as well as Brown’s painting and Doré’s drawing.

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**Reading 18th Century British Classics**

- Bitte Veranstaltungsart auswählen -, SWS: 2

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 begin with 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 will be followed by John Gay’s *The Beggar’s Opera* (1728), which parodies not only the heroic and the sentimental comedy but also capitalist market economy. After Gay, we will study William Hogarth’s series of satirical paintings *Marriage à la Mode* (1742/43), and Thomas Gray’s “Elegy Written in a Country Churchyard” (1751), a melancholy poem on 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**
Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.~

**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)

In this seminar we will read historiographic and fictional texts about South Africa before and after the transition from the white minority rule of apartheid to a democratic society in the early 1990s. We will begin with the controversial post-apartheid novel Disgrace (1999) by J. M. Coetzee, who won the Nobel Prize for Literature in 2003. While the novel received the most prestigious British literary prize, the Booker, in 1999 and was adapted for the screen in 2009, it was severely criticized by the South African ANC government for its "subliminal racism". After Disgrace, we will look at Phaswane Mpe's equally short and equally disturbing novel Welcome to Our Hillbrow (2001) about inner-city violence and HIV/AIDS. To conclude we will read Kopano Matlwa's prize-winning novel Coconut (2007), which contrasts the adolescence of two black girls in Johannesburg in the early 2000s. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race and class as well as on the narrative strategies and tropes employed by the texts (practicing the analytical terms from the 'Introduction to Literary Studies').

Bemerkung
Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.

Literatur
Required Reading:
Clark, N. and W. H. Worger. South Africa. The Rise and Fall of Apartheid (2011)
Coetzee, J. M. Disgrace (1999)
Mpe, Phaswane. Welcome to our Hillbrow (2001)
The historiographic text by Clark and Worger will be provided on StudIP or in a reader. Please buy and bring your own copies of the novels by Coetzee, Matlwa and Mpe and read possibly all three of them before the course begins.
different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic theme and rhyme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order and word stress.

Relevant literature will be announced in due time.

**Structural Semantics vs. Cognitive Semantics**

**Seminar, SWS: 2, Max. Teilnehmer: 35**  
Schulze, Rainer

This advanced seminar will offer a comprehensive overview of the two major strands of word-meaning research in English linguistics. We will chart the evolution of these two strands and will present their main ideas, their landmark publications, and the dominant figures in lexical semantics. The theoretical and methodological relationship between the two approaches to word meaning will be a major point of attention throughout the seminar.

In a nutshell, the theoretical frameworks that we will successively introduce and discuss include the following: structural semantics with lexical field theory, relational semantics, and componential analysis; cognitive semantics with prototypicality and salience, conceptual metaphor and metonymy (and blending), Idealized Cognitive Models and frames, and usage and change.

**Literatur**

Recommended reading:

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

**LingA2**

**Learner Corpus Research**

**Seminar, SWS: 2, Max. Teilnehmer: 35**  
Altendorf, Ulrike

This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of Learner Corpus Research (LCR) and the interaction between LCR, Second Language Acquisition and TEFL.

**Literatur**

Required Reading will be announced in class. Texts will be available on stud.ip.

**LinguA³**

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

Mo wöchentl. 18:00 - 20:00 24.04.2017 - 15.07.2017  1502 - 703

This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of Learner Corpus Research (LCR) and the interaction between LCR, Second Language Acquisition and TEFL.

**Literatur**

Required Reading will be announced in class. Texts will be available on stud.ip.
Englisches Seminar

Di wöchentl. 18:00 - 20:00 11.04.2017 - 11.07.2017 1502 - 103

Bemerkung Teilnehmerzahl: 25.

Literatur Wird im Seminar bekanntgegeben.

Sociolinguistic Theories

Seminar, SWS: 2, Max. Teilnehmer: 20
Altendorf, Ulrike

Di wöchentl. 14:00 - 16:00 18.04.2017 - 15.07.2017 1502 - 703
Kommentar This course is restricted to DEL students for whom it is a compulsory part of their Degree Programme. If places are available, ONLY Master of Education students who major in English (Module: Advanced Studies) are invited to sign up.

The course will present classic, recent and current sociolinguistic theories of language variation and change, such as the Labovian paradigm, Trudgill's dialect and language contact theories and Kristiansen's theory of cognitive sociolinguistics, as well as explore a selection of case studies from different periods in the history of English to which they can be applied.

Bemerkung LingA2, M2.2 (DEL)

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 20 / Prerequisites – Bachelor of Arts / Further Information –ulrike.altendorf@engsem ~

Literatur Required Reading will be announced in class. Texts will be available on stud.ip.

Sociolinguistic Typology

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Di wöchentl. 12:00 - 14:00 18.04.2017 - 15.07.2017 1502 - 703
Kommentar This course will present Peter Trudgill's theory of dialect contact and his recently developed theory of sociolinguistic typology as well as explore a selection of case studies to which either or both theories can be applied.

Bemerkung LingA2, M5

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF2-LingF4 / Further Information –ulrike.altendorf@engsem ~

## Intermediate and Advanced Linguistics (LingF3/LingA1/LingA2) (Zweitfach)

### LingA1
**Structural Semantics vs. Cognitive Semantics**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 35</th>
<th>Schulze, Rainer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Di wöchentlich.</strong> 16:00 - 18:00 18.04.2017 - 15.07.2017 1502 - 703</td>
<td><strong>Kommentar</strong> This advanced seminar will offer a comprehensive overview of the two major strands of word-meaning research in English linguistics. We will chart the evolution of these two strands and will present their main ideas, their landmark publications, and the dominant figures in lexical semantics. The theoretical and methodological relationship between the two approaches to word meaning will be a major point of attention throughout the seminar. In a nutshell, the theoretical frameworks that we will successively introduce and discuss include the following: structural semantics with lexical field theory, relational semantics, and componential analysis; cognitive semantics with prototypicality and salience, conceptual metaphor and metonymy (and blending), Idealized Cognitive Models and frames, and usage and change.</td>
</tr>
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</table>

### LingA2
**Learner Corpus Research**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 35</th>
<th>Altendorf, Ulrike</th>
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<tbody>
<tr>
<td><strong>Mo wöchentlich.</strong> 16:00 - 18.00 24.04.2017 - 15.07.2017 1502 - 703</td>
<td><strong>Kommentar</strong> This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of Learner Corpus Research (LCR) and the interaction between LCR, Second Language Acquisition and TEFL.</td>
</tr>
<tr>
<td><strong>Bemerkung</strong> LingA2, M8 (DEL)</td>
<td><strong>Literatur</strong> Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF2-LingF4 / Further Information –ulrike.altendorf@engsem ~</td>
</tr>
</tbody>
</table>

### LinguA³

<table>
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<tr>
<th>Seminar, SWS: 2</th>
<th>Mathias, Alexa</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Di wöchentlich.</strong> 16:00 - 18:00 11.04.2017 - 12.07.2017 1502 - 609</td>
<td><strong>Di wöchentlich.</strong> 18:00 - 20:00 11.04.2017 - 11.07.2017 1502 - 103</td>
</tr>
<tr>
<td><strong>Kommentar</strong> Linguistik ist weitaus mehr als grammatische Analyse... LinguA³ vermittelt Einblicke in die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsgebiete sowie interdisziplinärer Forschung und beruflicher Praxis. Für die Gastvorträge werden internationale Wissenschaftler/-innen aus Germanistik, Anglistik und Romanistik eingeladen. Im begleitenden Seminar werden die Themen der Gastvorträge inhaltlich vorbereitet und vertieft, aber auch die Organisation der Vorträge sowie die damit verbundenen „PR-Maßnahmen“ werden von den Studierenden aktiv mitgestaltet.</td>
<td></td>
</tr>
</tbody>
</table>

In der Anglistik kann in diesem Kurs eine Studienleistung, es kann allerdings KEINE Prüfungsleistung erbracht werden. In der Germanistik sind beide Leistungstypen möglich. Ferner wird die Veranstaltung im Bereich Schlüsselkompetenzen (SK) angeboten.

**Bemerkung**

Teilnehmerzahl: 25.

**Literatur**

Wird im Seminar bekanntgegeben.

### Sociolinguistic Typology

Seminare, SWS: 2, Max. Teilnehmer: 35

Altendorf, Ulrike

**Di** wöchentl. 12:00 - 14:00 18.04.2017 - 15.07.2017 1502 - 703

**Kommentar**

This course will present Peter Trudgill's theory of dialect contact and his recently developed theory of sociolinguistic typology as well as explore a selection of case studies to which either or both theories can be applied.

**Bemerkung**

LingA2, M5

**Registration** – Stud.IP 1.3.-30.3.2017 / **Size restriction**: 35 / **Prerequisites** – LingF1-LingF2-LingF4 / **Further Information** – ulrike.altendorf@engsem

**Literatur**


### LingF3

**English Sentences**

Vorlesung, SWS: 2

Schulze, Rainer

**Mo** wöchentl. 10:00 - 12:00 24.04.2017 - 15.07.2017 1502 - 003

**Kommentar**

This lecture will present, discuss and illustrate the major terms and concepts essential to the study of sentence structure in English. Word classes such as ‘determinative’, ‘noun’, ‘verb’, ‘preposition’ or ‘conjunction’ will be explained, and the properties of these categories discussed at length. Students will discover what is meant by the terms ‘subject’, ‘subject complement’, ‘predicator’ or ‘indirect object’, what a finite verb is, and what different subordinate clauses look like. Concepts such as ‘constituency’, ‘movement’ or ‘thematic roles’ will be introduced and exemplified, with extensive illustrations from English (and sometimes other languages).

**Bemerkung**

LingF3

**Registration** – Stud.IP 1.3.-30.3.2017 / **Size restriction**: none / **Prerequisites** – LingF1-LingF2 / Further Information – rainer.schulze@engsem

**Literatur**

Recommended reading:


### Focus Module (AmerA/BritA/LingA1/LingA2) (Zweitfach)

Sommer 2017
### Englisches Seminar

#### AmerA
**African American Autobiographies**

**Seminar, SWS: 2, Max. Teilnehmer: 35**  
**Soller, Bettina**

**Do wöchentl. 14:00 - 16:00 20.04.2017 - 15.07.2017 1502 - 609**

**Kommentar**  
This seminar will investigate the discourse, tradition and political engagement of African American autobiographies. As a class we will explore the thematic and formal breadth of the genre through investigations of early publications from the 1800s to recent contemporary examples of the era of #BlackLivesMatter. We will engage with theories about autobiographical and life writing to understand the simultaneous narrating and witnessing of historical events and the understanding of the self as textual construction. The description of the personal and unique perspective in a specific historic context will be related to an understanding of the African American autobiography as a running commentary on the collective experience of African Americans in the United States. The best-known example of African American life writing is probably the slave narrative and we will begin by reading classic autobiographies by Frederick Douglass and Harriet Jacobs and move across time to investigate, for example, select texts from the Harlem Renaissance (Zora Neale Hurston), the 1960s (Malcom X) and recent publications like Ta-Nehisi Coates' *Between the World and Me* and Margo Jefferson's *Negroland*.

**Bemerkung**  

**Literatur**  
Literature – A list of readings will be announced in class.

### Media Theory, Media Archaeology

**Seminar, SWS: 2, Max. Teilnehmer: 35**  
**Brasch, Ilka**

**Mi wöchentl. 10:00 - 12:00 19.04.2017 - 15.07.2017 1502 - 609**

**Kommentar**  
In the past decades, media archaeology has become somewhat of a buzz word in media theory. Itself an “undisciplined discipline,” as Vivian Sobchack termed it, media archaeology combines multiple ways of studying media history – most particularly through incorporating ‘early’ visual media, for instance 19th-century optical toys, in its investigations. Additionally, media archaeology itself benefits from and mobilizes earlier critical approaches, from discourse analysis to literary New Historicism, to early media theorists such as Walter Benjamin. Throughout this semester, we will both familiarize ourselves with these conceptual backgrounds of the field and study new approaches and developments in 21st-century media archaeology.

**Bemerkung**  

**Literatur**  
Will be announced on StudIP as the semester approaches.

### Postcolonial, (Trans)national, Global: Theoretical Debates

**Seminar, SWS: 2, Max. Teilnehmer: 35**  
**Mayer, Ruth**

**Mo wöchentl. 10:00 - 12:00 24.04.2017 - 15.07.2017 1502 - 609**

**Kommentar**  
The recent political developments in the United States call for some theoretical stocktaking. In this class we will revisit seminal discussions around cultural diversity and political power, and we will be concerned with the ways in which postcolonial theoretical debate have impacted on U.S. discourses of nation formation and hegemony. In particular, we will discuss the fact that nationalism professes to be regionally and...
politically specific, but manifests itself similarly and simultaneously in many different regions all over the world: nationalism is a transnational phenomenon.

Bemerkung

AmerA/AAS1


Literatur

A reader will be announced on StudIP as the semester approaches.

\textbf{Theorizing Adolescence in American Literature, TV, and Film, 1791-2005}

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

\textbf{Kommentar}

Adolescence is popularly thought of today as a period of intense psychological and sexual development. Although adolescence has been a term in the English language since the early 15\textsuperscript{th} century, psychologists and sociologists did not define it as a distinct period of human maturation until the early 1900s. In this course, we will examine four novels (Charlotte Temple, The Adventures of Huckleberry Finn, Julie of the Wolves, and The House on Mango Street), as well as a number of shorter texts, films, and television shows, such as Cooley High, Hard Candy, and Buffy the Vampire Slayer, that feature people we would identify today as adolescents. Through the use of these primary and selected secondary texts, we will examine the development of the American adolescent, both as a theoretical idea and as a complex stage of human maturation. Our primary lines of inquiry will be in examining the ways these texts represent the relationships between adolescence, innocence, sexuality, race, and labor throughout US history. Please ensure you can finish reading Huckleberry Finn by mid-semester.

Bemerkung

AmerA/AAS4

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – Foundations Literature and Culture, Intermediate Literature and Culture / Further Information – abigail.2.fagan@uconn.edu

Literatur

\textbf{Please purchase:} Jean Craighead George's \textit{Julie of the Wolves} and Sandra Cisneros’s \textit{The House on Mango Street}. All other novels and secondary texts will be available through StudIP.

\textbf{True Woman/New Women: Gender Negotiations in the 19th Century}

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

\textbf{Kommentar}

In this course we will investigate the conceptualizations of gender in the United States of the 19\textsuperscript{th} century. We will start by discussing exemplary texts charting the so-called 'cult of domesticity' and the model figure of the true woman. We will then look into the puzzling intersections of the cult of domesticity with seemingly much more progressive models of family life and womanhood – reflecting upon the fact that the transition between 'true woman' and 'new woman' is far from clear-cut and univocal. We will be concerned with literary texts, political manifestos, guidebooks and manuals, essays and speeches, and thus engage with a broad range of different texts sorts and genres.

Bemerkung

AmerA/AAS2/AAS3


Literatur

A reader with course material will be made available on StudIP.

\textbf{BritA}

\textbf{Lower - Middle - Upper: Identifying and Discussing Class}

Sommer 2017
Englisches Seminar

Seminar, SWS: 2
Grünkemeier, Ellen

Di wöchentl. 10:00 - 12:00 18.04.2017 - 15.07.2017 1502 - 703

Kommentar

Class is a central category for understanding and discussing British society, culture and literature. At a basic level, class implies a social hierarchy that can be analysed with the categories of education, occupation, money, leisure activities, housing, clothing, language, etc. Yet, how exactly can they help us recognize and define a literary character’s social status or the social setting of a text as a whole?

This seminar will draw on material from the 19th and early 20th centuries because the modern terminology of upper, middle and lower classes has been developed along the Industrial Revolution and its crucial re-structuring of society. In order to familiarise students with the intricate term and concept of class, we will read non-fictional and fictional texts to bring to light the inscribed class-based power relations, which may not be immediately apparent – at least to uninitiated readers today. Using various context-oriented theoretical approaches, we will then assess in what ways our knowledge about historically changing class relations can be made productive for interpreting literary texts.

Beginning with Dorothy L. Sayers’s crime novel Whose Body? (1923), we will address class as a central means of characterising the detective and protagonist Lord Peter Wimsey. We will also read the novel’s representation of crime as a threat to the social order and the norms and values of (upper) middle-class society. Moving into the 19th century, we will study Ford Madox Brown’s painting “Work” (1850/60s) which represents classes through their specific kinds of ‘work’ as well as Gustave Doré’s drawing “Over the City by the Railway” (1872) which foregrounds class by means of ‘back-to-back’ houses. The construction of class and space will also be central to our discussion of excerpts from Charles Dickens’s novel Hard Times (1854) and Friedrich Engels’s non-fictional account The Condition of the Working Class in England (1845), both of which represent the neighbourhoods, streets and dwellings of the working classes in the industrial centres of Northern England.

Bemerkung
Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – BritF2, BritF3 for FüBA students, none for others / Further Information – ellen.gruenkemeier@engsem.

Literatur
Please bring your own copy of Dorothy L. Sayers’ Whose Body? (any edition will do). Please read this crime novel before the course begins.

The other materials will be provided on StudIP and in a reader available from Copyshop Stork (Körnerstraße 3) from 10 April 2017. Please note that the 9th edition of the Norton Anthology of English Literature (2012) contains the excerpts from Dickens’s and Engels’s texts as well as Brown’s painting and Doré’s drawing.

Reading 18th Century British Classics

- Bitte Veranstaltungsauswahl auswählen -, SWS: 2
Gohrisch, Jana

Mi wöchentl. 10:00 - 12:00 19.04.2017 - 15.07.2017 1502 - 703

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 begin with 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 will be followed by John Gay’s The Beggar’s Opera (1728), which parodies not only the heroic and the sentimental comedy but also capitalist market economy. After Gay, we will study William Hogarth’s series of satirical paintings Marriage à la Mode (1742/43), and Thomas Gray’s “Elegy Written in a Country Churchyard” (1751), a melancholy poem on change in the wake of the agricultural revolution. Finally, we will
Englisches Seminar

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

Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.

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)

South Africa: History, Culture, Literature

Seminar, SWS: 2
Gohrisch, Jana

Di wöchentl. 16:00 - 18:00 18.04.2017 - 15.07.2017 1502 - 613
Kommentar

In this seminar we will read historiographic and fictional texts about South Africa before and after the transition from the white minority rule of apartheid to a democratic society in the early 1990s. We will begin with the controversial post-apartheid novel Disgrace (1999) by J. M. Coetzee, who won the Nobel Prize for Literature in 2003. While the novel received the most prestigious British literary prize, the Booker, in 1999 and was adapted for the screen in 2009, it was severely criticized by the South African ANC government for its “subliminal racism”. After Disgrace, we will look at Phaswane Mpe’s equally short and equally disturbing novel Welcome to Our Hillbrow (2001) about inner-city violence and HIV/AIDS. To conclude we will read Kopano Matlwa’s prize-winning novel Coconut (2007), which contrasts the adolescence of two black girls in Johannesburg in the early 2000s. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race and class as well as on the narrative strategies and tropes employed by the texts (practicing the analytical terms from the ‘Introduction to Literary Studies’).

Bemerkung

Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.

Literatur

Required Reading:
Clark, N. and W. H. Worger. South Africa. The Rise and Fall of Apartheid (2011)
Coetzee, J. M. Disgrace (1999)
Mpe, Phaswane. Welcome to our Hillbrow (2001)

The historiographic text by Clark and Worger will be provided on StudIP or in a reader. Please buy and bring your own copies of the novels by Coetzee, Matlwa and Mpe and read possibly all three of them before the course begins.

LingA1
Deutsch und Englisch im Vergleich und im Kontrast – English and German in Comparison and Contrast

Sommer 2017
**Englisches Seminar**

**Seminar, SWS: 2**

**Diewald, Gabriele | Schulze, Rainer**

**Kommentar**

This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world’s languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) clef, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order and word stress.

Relevant literature will be announced in due time.

**Bemerkung**

Teilnehmerzahl: 30.

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**Structural Semantics vs. Cognitive Semantics**

**Seminar, SWS: 2, Max. Teilnehmer: 35**

**Schulze, Rainer**

**Kommentar**

This advanced seminar will offer a comprehensive overview of the two major strands of word-meaning research in English linguistics. We will chart the evolution of these two strands and will present their main ideas, their landmark publications, and the dominant figures in lexical semantics. The theoretical and methodological relationship between the two approaches to word meaning will be a major point of attention throughout the seminar.

In a nutshell, the theoretical frameworks that we will successively introduce and discuss include the following: structural semantics with lexical field theory, relational semantics, and componential analysis; cognitive semantics with prototypicality and salience, conceptual metaphor and metonymy (and blending), Idealized Cognitive Models and frames, and usage and change.

**Bemerkung**

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF4 / Further Information – rainer.schulze@engsem.

**Literatur**

Recommended reading:


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

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**LingA2**

**Learner Corpus Research**

Sommer 2017
Englisches Seminar

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Mo wöchentl. 18:00 - 20:00 24.04.2017 - 15.07.2017 1502 - 703
Kommentar This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of Learner Corpus Research (LCR) and the interaction between LCR, Second Language Acquisition and TEFL.

Bemerkung LingA2, M8 (DEL)

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF2-LingF4 / Further Information –ulrike.altendorf@engsem ~

Literatur Required Reading will be announced in class. Texts will be available on stud.ip.

LinguA³

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

Di wöchentl. 16:00 - 18:00 11.04.2017 - 12.07.2017 1502 - 609
Di wöchentl. 18:00 - 20:00 11.04.2017 - 11.07.2017 1502 - 103

Kommentar Linguistik ist weitaus mehr als grammatische Analyse... LinguA³ vermittelt Einblicke in die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsgebiete sowie interdisziplinärer Forschung und beruflicher Praxis. Für die Gastvorträge werden internationale Wissenschaftler/-innen aus Germanistik, Anglistik und Romanistik eingeladen. Im begleitenden Seminar werden die Themen der Gastvorträge inhaltlich vorbereitet und vertieft, aber auch die Organisation der Vorträge sowie die damit verbundenen „PR-Maßnahmen“ werden von den Studierenden aktiv mitgestaltet.


In der Anglistik kann in diesem Kurs eine Studienleistung, es kann allerdings KEINE Prüfungsleistung erbracht werden. In der Germanistik sind beide Leistungstypen möglich. Ferner wird die Veranstaltung im Bereich Schlüsselkompetenzen (SK) angeboten.

Bemerkung Teilnehmerzahl: 25.

Literatur Wird im Seminar bekanntgegeben.

Sociolinguistic Typology

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Di wöchentl. 12:00 - 14:00 18.04.2017 - 15.07.2017 1502 - 703

Kommentar This course will present Peter Trudgill's theory of dialect contact and his recently developed theory of sociolinguistic typology as well as explore a selection of case studies to which either or both theories can be applied.

Bemerkung LingA2, M5

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF2-LingF4 / Further Information –ulrike.altendorf@engsem ~

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

**AmerA**

**African American Autobiographies**

Seminar, SWS: 2, Max. Teilnehmer: 35
Soller, Bettina

**Kommentar**
This seminar will investigate the discourse, tradition and political engagement of African American autobiographies. As a class we will explore the thematic and formal breadth of the genre through investigations of early publications from the 1800s to recent contemporary examples of the era of #BlackLivesMatter. We will engage with theories about autobiographical and life writing to understand the simultaneous narrating and witnessing of historical events and the understanding of the self as textual construction. The description of the personal and unique perspective in a specific historic context will be related to an understanding of the African American autobiography as a running commentary on the collective experience of African Americans in the United States. The best-known example of African American life writing is probably the slave narrative and we will begin by reading classic autobiographies by Frederick Douglass and Harriet Jacobs and move across time to investigate, for example, select texts from the Harlem Renaissance (Zora Neale Hurston), the 1960s (Malcom X) and recent publications like Ta-Nehisi Coates’ *Between the World and Me* and Margo Jefferson’s *Negroland*.

**Bemerkung**
AmerA/AAS3


**Literatur**
Literature – A list of readings will be announced in class.

**Media Theory, Media Archaeology**

Seminar, SWS: 2, Max. Teilnehmer: 35
Brasch, Ilka

**Kommentar**
In the past decades, media archaeology has become somewhat of a buzz word in media theory. Itself an “undisciplined discipline,” as Vivian Sobchack termed it, media archaeology combines multiple ways of studying media history – most particularly through incorporating ‘early’ visual media, for instance 19\textsuperscript{th}-century optical toys, in its investigations. Additionally, media archaeology itself benefits from and mobilizes earlier critical approaches, from discourse analysis to literary New Historicism, to early media theorists such as Walter Benjamin. Throughout this semester, we will both familiarize ourselves with these conceptual backgrounds of the field and study new approaches and developments in 21\textsuperscript{st}-century media archaeology.

**Bemerkung**
AmerA/AAS1/AAS4

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – Foundations Literature and Culture, Intermediate Literature and Culture / Further Information – ilka.brasc@engsem.~

**Literatur**
Will be announced on StudIP as the semester approaches.

**Postcolonial, (Trans)national, Global: Theoretical Debates**

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

**Kommentar**
The recent political developments in the United States call for some theoretical stocktaking. In this class we will revisit seminal discussions around cultural diversity and political power, and we will be concerned with the ways in which postcolonial
theoretical debate have impacted on U.S. discourses of nation formation and hegemony. In particular, we will discuss the fact that nationalism professes to be regionally and politically specific, but manifests itself similarly and simultaneously in many different regions all over the world: nationalism is a transnational phenomenon.

**Theorizing Adolescence in American Literature, TV, and Film, 1791-2005**

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

**Do wöchentl.** 12:00 - 14:00 20.04.2017 - 15.07.2017 1502 - 609

Adolescence is popularly thought of today as a period of intense psychological and sexual development. Although adolescence has been a term in the English language since the early 15th century, psychologists and sociologists did not define it as a distinct period of human maturation until the early 1900s. In this course, we will examine four novels (Charlotte Temple, The Adventures of Huckleberry Finn, Julie of the Wolves, and The House on Mango Street), as well as a number of shorter texts, films, and television shows, such as Cooley High, Hard Candy, and Buffy the Vampire Slayer, that feature people we would identify today as adolescents. Through the use of these primary and selected secondary texts, we will examine the development of the American adolescent, both as a theoretical idea and as a complex stage of human maturation. Our primary lines of inquiry will be in examining the ways these texts represent the relationships between adolescence, innocence, sexuality, race, and labor throughout US history. Please ensure you can finish reading Huckleberry Finn by mid-semester.

**True Woman/New Women: Gender Negotiations in the 19th Century**

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

**Di wöchentl.** 12:00 - 14:00 18.04.2017 - 15.07.2017 1502 - 609

In this course we will investigate the conceptualizations of gender in the United States of the 19th century. We will start by discussing exemplary texts charting the so-called 'cult of domesticity' and the model figure of the true woman. We will then look into the puzzling intersections of the cult of domesticity with seemingly much more progressive models of family life and womanhood – reflecting upon the fact that the transition between 'true woman' and 'new woman' is far from clear-cut and univocal. We will be concerned with literary texts, political manifestos, guidebooks and manuals, essays and speeches, and thus engage with a broad range of different texts sorts and genres.
Class is a central category for understanding and discussing British society, culture and literature. At a basic level, class implies a social hierarchy that can be analysed with the categories of education, occupation, money, leisure activities, housing, clothing, language, etc. Yet, how exactly can they help us recognize and define a literary character's social status or the social setting of a text as a whole?

This seminar will draw on material from the 19th and early 20th centuries because the modern terminology of upper, middle and lower classes has been developed along the Industrial Revolution and its crucial re-structuring of society. In order to familiarise students with the intricate term and concept of class, we will read non-fictional and fictional texts to bring to light the inscribed class-based power relations, which may not be immediately apparent – at least to uninitiated readers today. Using various context-oriented theoretical approaches, we will then assess in what ways our knowledge about historically changing class relations can be made productive for interpreting literary texts.

Beginning with Dorothy L. Sayers's crime novel Whose Body? (1923), we will address class as a central means of characterising the detective and protagonist Lord Peter Wimsey. We will also read the novel's representation of crime as a threat to the social order and the norms and values of (upper) middle-class society. Moving into the 19th century, we will study Ford Madox Brown's painting “Work” (1850/60s) which represents classes through their specific kinds of 'work' as well as Gustave Doré's drawing “Over the City by the Railway” (1872) which foregrounds class by means of 'back-to-back' houses. The construction of class and space will also be central to our discussion of excerpts from Charles Dickens's novel Hard Times (1854) and Friedrich Engels’s non-fictional account The Condition of the Working Class in England (1845), both of which represent the neighbourhoods, streets and dwellings of the working classes in the industrial centres of Northern England.

Please bring your own copy of Dorothy L. Sayers' Whose Body? (any edition will do). Please read this crime novel before the course begins.

The other materials will be provided on StudIP and in a reader available from Copyshop Stork (Körnerstraße 3) from 10 April 2017. Please note that the 9th edition of the Norton Anthology of English Literature (2012) contains the excerpts from Dickens’s and Engels’s texts as well as Brown’s painting and Doré’s drawing.

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 begin with 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 will be followed by John Gay’s The Beggar’s Opera (1728), which parodies not only the heroic and the sentimental comedy but also capitalist market economy. After Gay, we will study William Hogarth’s series of satirical paintings Marriage à la Mode (1742/43), and Thomas Gray’s “Elegy Written in a Country Churchyard” (1751),

Sommer 2017

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Englisches Seminar

Bemerkung

Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.~

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)


South Africa: History, Culture, Literature

Seminar, SWS: 2
Gohrisch, Jana

**Di wöchentl. 16:00 - 18:00 18.04.2017 - 15.07.2017 1502 - 613**

**Kommentar**

In this seminar we will read historiographic and fictional texts about South Africa before and after the transition from the white minority rule of apartheid to a democratic society in the early 1990s. We will begin with the controversial post-apartheid novel *Disgrace* (1999) by J. M. Coetzee, who won the Nobel Prize for Literature in 2003. While the novel received the most prestigious British literary prize, the Booker, in 1999 and was adapted for the screen in 2009, it was severely criticized by the South African ANC government for its “subliminal racism”. After *Disgrace*, we will look at Phaswane Mpe’s equally short and equally disturbing novel *Welcome to Our Hillbrow* (2001) about inner-city violence and HIV/AIDS. To conclude we will read Kopano Matlwa’s prize-winning novel *Coconut* (2007), which contrasts the adolescence of two black girls in Johannesburg in the early 2000s. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race and class as well as on the narrative strategies and tropes employed by the texts (practicing the analytical terms from the ‘Introduction to Literary Studies’).

**Bemerkung**

Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.~

Literatur

Required Reading:

Coetzee, J. M. *Disgrace* (1999)

The historiographic text by Clark and Worger will be provided on StudIP or in a reader.

Please buy and bring your own copies of the novels by Coetzee, Matlwa and Mpe and read possibly all three of them before the course begins.

The Anglophone ’Bildungsroman’

Seminar, SWS: 2

Sommer 2017
Englisches Seminar

Pardey, Hannah

Do wöchentl. 10:00 - 12:00 20.04.2017 - 15.07.2017  1502 - 609

Kommentar
This course will familiarise students with a flourishing phenomenon in anglophone literary studies: the Bildungsroman. Following a brief introduction into questions of genre and narratological terminology, we shall explore the genre’s development over the last two centuries. Starting with Charles Dickens’s classic David Copperfield (1849/50), we will investigate the genre’s hegemonic form with its white, middle-class, and typically male protagonist. After that, we shall examine how feminist and postcolonial appropriations seize the concept for their own political agendas. George Eliot’s The Mill on the Floss (1860) reframes the genre pattern to voice feminist demands. Tsitsi Dangarembga’s Nervous Conditions (1988), on the other hand, tests the genre’s applicability to narrate the politics of decolonisation and women’s rights in 1960s Rhodesia.

Bemerkung
Registration – Stud.IP 1.3.-30.3.2017/ Prerequisites – BritF2, BritF3 for FüBA students, none for others/ Further Information – hannah.pardey@engsem.~

Literatur
Required Reading:

Focus Elective (AmerA/BritA/LingA1/LingA2) (Kleine Fakultas)

AmerA

* African American Autobiographies

Seminar, SWS: 2, Max. Teilnehmer: 35
Soller, Bettina

Do wöchentl. 14:00 - 16:00 20.04.2017 - 15.07.2017  1502 - 609

Kommentar
This seminar will investigate the discourse, tradition and political engagement of African American autobiographies. As a class we will explore the thematic and formal breadth of the genre through investigations of early publications from the 1800s to recent contemporary examples of the era of #BlackLivesMatter. We will engage with theories about autobiographical and life writing to understand the simultaneous narrating and witnessing of historical events and the understanding of the self as textual construction. The description of the personal and unique perspective in a specific historic context will be related to an understanding of the African American autobiography as a running commentary on the collective experience of African Americans in the United States. The best-known example of African American life writing is probably the slave narrative and we will begin by reading classic autobiographies by Frederick Douglass and Harriet Jacobs and move across time to investigate, for example, select texts from the Harlem Renaissance (Zora Neale Hurston), the 1960s (Malcom X) and recent publications like Ta-Nehisi Coates’ *Between the World and Me* and Margo Jefferson’s *Negroland*.

Bemerkung
AmerA/AAS3


Literatur
Literature – A list of readings will be announced in class.

Media Theory, Media Archaeology

Seminar, SWS: 2, Max. Teilnehmer: 35
Brasch, Ilka

Mi wöchentl. 10:00 - 12:00 19.04.2017 - 15.07.2017  1502 - 609
In the past decades, media archaeology has become somewhat of a buzz word in media theory. Itself an “undisciplined discipline,” as Vivian Sobchack termed it, media archaeology combines multiple ways of studying media history – most particularly through incorporating ‘early’ visual media, for instance 19th-century optical toys, in its investigations. Additionally, media archaeology itself benefits from and mobilizes earlier critical approaches, from discourse analysis to literary New Historicism, to early media theorists such as Walter Benjamin. Throughout this semester, we will both familiarize ourselves with these conceptual backgrounds of the field and study new approaches and developments in 21st-century media archaeology.

The recent political developments in the United States call for some theoretical stocktaking. In this class we will revisit seminal discussions around cultural diversity and political power, and we will be concerned with the ways in which postcolonial theoretical debate have impacted on U.S. discourses of nation formation and hegemony. In particular, we will discuss the fact that nationalism professes to be regionally and politically specific, but manifests itself similarly and simultaneously in many different regions all over the world: nationalism is a transnational phenomenon.

Adolescence is popularly thought of today as a period of intense psychological and sexual development. Although adolescence has been a term in the English language since the early 15th century, psychologists and sociologists did not define it as a distinct period of human maturation until the early 1900s. In this course, we will examine four novels (Charlotte Temple, The Adventures of Huckleberry Finn, Julie of the Wolves, and The House on Mango Street), as well as a number of shorter texts, films, and television shows, such as Cooley High, Hard Candy, and Buffy the Vampire Slayer, that feature people we would identify today as adolescents. Through the use of these primary and selected secondary texts, we will examine the development of the American adolescent, both as a theoretical idea and as a complex stage of human maturation. Our primary lines of inquiry will be in examining the ways these texts represent the relationships between adolescence, innocence, sexuality, race, and labor throughout US history. Please ensure you can finish reading Huckleberry Finn by mid-semester.
**Englisches Seminar**

**Literatur**

Please purchase: Jean Craighead George’s *Julie of the Wolves* and Sandra Cisneros’s *The House on Mango Street*. All other novels and secondary texts will be available through StudIP.

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**True Woman/New Women: Gender Negotiations in the 19th Century**

Seminar, SWS: 2, Max. Teilnehmer: 35  
Mayer, Ruth

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<th>1502 - 609</th>
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**Kommentar**

In this course we will investigate the conceptualizations of gender in the United States of the 19th century. We will start by discussing exemplary texts charting the so-called 'cult of domesticity' and the model figure of the true woman. We will then look into the puzzling intersections of the cult of domesticity with seemingly more progressive models of family life and womanhood – reflecting upon the fact that the transition between 'true woman' and 'new woman' is far from clear-cut and univocal. We will be concerned with literary texts, political manifestos, guidebooks and manuals, essays and speeches, and thus engage with a broad range of different texts sorts and genres.

**Bemerkung**

AmerA/AAS2/AAS3


**Literatur**

A reader with course material will be made available on StudIP.

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**BritA**

**Lower - Middle - Upper: Identifying and Discussing Class**

Seminar, SWS: 2  
Grünkemeier, Ellen

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<th>18.04.2017 - 15.07.2017</th>
<th>1502 - 703</th>
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**Kommentar**

Class is a central category for understanding and discussing British society, culture and literature. At a basic level, class implies a social hierarchy that can be analysed with the categories of education, occupation, money, leisure activities, housing, clothing, language, etc. Yet, how exactly can they help us recognize and define a literary character's social status or the social setting of a text as a whole?

This seminar will draw on material from the 19th and early 20th centuries because the modern terminology of upper, middle and lower classes has been developed along the Industrial Revolution and its crucial re-structuring of society. In order to familiarise students with the intricate term and concept of class, we will read non-fictional and fictional texts to bring to light the inscribed class-based power relations, which may not be immediately apparent – at least to uninitiated readers today. Using various context-oriented theoretical approaches, we will then assess in what ways our knowledge about historically changing class relations can be made productive for interpreting literary texts.

Beginning with Dorothy L. Sayers’s crime novel *Whose Body?* (1923), we will address class as a central means of characterising the detective and protagonist Lord Peter Wimsey. We will also read the novel’s representation of crime as a threat to the social order and the norms and values of (upper) middle-class society. Moving into the 19th century, we will study Ford Madox Brown’s painting “Work” (1850/60s) which represents classes through their specific kinds of ‘work’ as well as Gustave Doré’s drawing “Over the City by the Railway” (1872) which foregrounds class by means of ‘back-to-back’ houses. The construction of class and space will also be central to our discussion of excerpts from Charles Dickens’s novel *Hard Times* (1854) and Friedrich Engels’s non-fictional account *The Condition of the Working Class in England* (1845), both of which represent the neighbourhoods, streets and dwellings of the working classes in the industrial centres of Northern England.

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**Sommer 2017**
Englisches Seminar

Bemerkung
Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – BritF2, BritF3 for FüBA students, none for others / Further Information – ellen.gruenkemeier@engsem.~ BritA / AAS2, AAS3

Literatur
Please bring your own copy of Dorothy L. Sayers’ Whose Body? (any edition will do). Please read this crime novel before the course begins. The other materials will be provided on StudIP and in a reader available from Copyshop Stork (Körnerstraße 3) from 10 April 2017. Please note that the 9th edition of the Norton Anthology of English Literature (2012) contains the excerpts from Dickens’s and Engels’s texts as well as Brown’s painting and Doré’s drawing.

Reading 18th Century British Classics

- Bitte Veranstaltungsart auswählen -, SWS: 2
Gohrisch, Jana

Mi wöchentl. 10:00 - 12:00 19.04.2017 - 15.07.2017 1502 - 703

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 begin with 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 will be followed by John Gay’s The Beggar’s Opera (1728), which parodies not only the heroic and the sentimental comedy but also capitalist market economy. After Gay, we will study William Hogarth’s series of satirical paintings Marriage à la Mode (1742/43), and Thomas Gray’s “Elegy Written in a Country Churchyard” (1751), a melancholy poem on 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
Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.~

BritA / AAS2, AAS3

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)

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.

South Africa: History, Culture, Literature

Seminar, SWS: 2
Gohrisch, Jana

Di wöchentl. 16:00 - 18:00 18.04.2017 - 15.07.2017 1502 - 613

Kommentar
In this seminar we will read historiographic and fictional texts about South Africa before and after the transition from the white minority rule of apartheid to a democratic society in the early 1990s. We will begin with the controversial post-apartheid novel Disgrace (1999) by J. M. Coetzee, who won the Nobel Prize for Literature in 2003. While the novel received the most prestigious British literary prize, the Booker, in 1999 and was adapted
Englisches Seminar

for the screen in 2009, it was severely criticized by the South African ANC government for its “subliminal racism”. After Disgrace, we will look at Phaswane Mpe’s equally short and equally disturbing novel Welcome to Our Hillbrow (2001) about inner-city violence and HIV/AIDS. To conclude we will read Kopano Matlwa’s prize-winning novel Coconut (2007), which contrasts the adolescence of two black girls in Johannesburg in the early 2000s. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race and class as well as on the narrative strategies and tropes employed by the texts (practicing the analytical terms from the ‘Introduction to Literary Studies’).

Bemerkung

Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.~

Bemerkung

Required Reading:

Clark, N. and W. H. Worger. South Africa. The Rise and Fall of Apartheid (2011)
Coetzee, J. M. Disgrace (1999)
Mpe, Phaswane. Welcome to our Hillbrow (2001)

The historiographic text by Clark and Worger will be provided on StudIP or in a reader.

Please buy and bring your own copies of the novels by Coetzee, Matlwa and Mpe and read possibly all three of them before the course begins.

LingA1

Deutsch und Englisch im Vergleich und im Kontrast – English and German in Comparison and Contrast

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

Di wöchentl. 10:00 - 12:00 18.04.2017 - 15.07.2017 1502 - 003

Kommentar

This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. Introduction to Linguistics), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird’s-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world’s languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic theme and rhyme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order and word stress.

Relevant literature will be announced in due time.

Bemerkung

Teilnehmerzahl: 30.
Structural Semantics vs. Cognitive Semantics

Seminar, SWS: 2, Max. Teilnehmer: 35
Schulze, Rainer

Di wöchentl. 16:00 - 18:00 18.04.2017 - 15.07.2017 1502 - 703

Kommentar
This advanced seminar will offer a comprehensive overview of the two major strands of word-meaning research in English linguistics. We will chart the evolution of these two strands and will present their main ideas, their landmark publications, and the dominant figures in lexical semantics. The theoretical and methodological relationship between the two approaches to word meaning will be a major point of attention throughout the seminar.

In a nutshell, the theoretical frameworks that we will successively introduce and discuss include the following: structural semantics with lexical field theory, relational semantics, and componential analysis; cognitive semantics with prototypicality and salience, conceptual metaphor and metonymy (and blending), Idealized Cognitive Models and frames, and usage and change.

Bemerkung
Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF4 / Further Information –rainer.schulze@engsem.

Literatur
Recommended reading:
A reader will be made available at the beginning of the semester.

LingA2
Learner Corpus Research

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Mo wöchentl. 18:00 - 20:00 24.04.2017 - 15.07.2017 1502 - 703

Kommentar
This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of Learner Corpus Research (LCR) and the interaction between LCR, Second Language Acquisition and TEFL.

Bemerkung
Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF4 / Further Information –ulrike.altendorf@engsem

Literatur
Required Reading will be announced in class. Texts will be available on stud.ip.

LinguA³

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

Di wöchentl. 16:00 - 18:00 11.04.2017 - 12.07.2017 1502 - 609
Di wöchentl. 18:00 - 20:00 11.04.2017 - 11.07.2017 1502 - 103

Kommentar

In der Anglistik kann in diesem Kurs eine Studienleistung, es kann allerdings KEINE Prüfungsleistung erbracht werden. In der Germanistik sind beide Leistungstypen möglich.

Ferner wird die Veranstaltung im Bereich Schlüsselkompetenzen (SK) angeboten.

Bemerkung
Teilnehmerzahl: 25.
Wird im Seminar bekanntgegeben.

Sociolinguistic Typology

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Di  wöchentl. 12:00 - 14:00 18.04.2017 - 15.07.2017 1502 - 703
Kommentar
This course will present Peter Trudgill's theory of dialect contact and his recently developed theory of sociolinguistic typology as well as explore a selection of case studies to which either or both theories can be applied.

Bemerkung
LingA2, M5

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF2-LingF4 / Further Information ~ulrike.altendorf@engsem ~

Literatur

Masterarbeit

Kolloquium

Doktorandenkolloquium (Anglistik / Hispanistik)

Kolloquium, SWS: 2
Blell, Gabriele| Rössler, Andrea

Di  wöchentl. 12:00 - 13:00 18.04.2017 - 15.07.2017 1502 - 709
Kommentar
Das Doktorandenkolloquium findet statt in Zusammenarbeit mit der Didaktik des Spanischen (Prof. Dr. Andrea Rössler). Es findet auf Einladung im Block statt.

Bemerkung
Further Information ~gabriele.blell@engsem.~ / roessler@romanistik.phil.~

Kolloquium Englische Sprachwissenschaft

Kolloquium, SWS: 2
Schulze, Rainer

Di  wöchentl. 12:00 - 13:00 18.04.2017 - 15.07.2017 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
Englisches Seminar

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 – Stud.IP 1.3.-30.3.2017 / Prerequisites – LingF1-LingF4 / Further Information – rainer.schulze@engsem.

Kolloquium zum Studienabschluss in der Didaktik (FüBA & MEd.)

Kolloquium, SWS: 2, Max. Teilnehmer: 15
Blell, Gabriele| Fuchs, Stefanie

Di wöchentl. 16:00 - 18:00 18.04.2017 - 12.07.2017 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. Es werden empirische Forschungsmethoden aufgezeigt und diskutiert.

Bemerkung Registration – Stud.IP 1.3.-30.3.2017 / Size restriction – 15 / Prerequisites – None / Further Information – gabriele.blell@engsem ~ / stefanie.fuchs@engsem.

Literatur See course page on Stud.IP.

Masterstudiengang Lehramt an berufsbildenden Schulen - Fach Englisch

Intermediate and Advanced Linguistics TECH (LingF4/LingA1/LingA2)

LingF4

English Dialectology

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Mo wöchentl. 16:00 - 18:00 24.04.2017 - 15.07.2017 1502 - 703
Kommentar This course will explore classic, recent and current studies in English Dialectology with a focus on varieties of English in England. The course requires a solid knowledge of phonetics and phonology and a willingness to deal with phenomena at this level of linguistic description.

Bemerkung LingF4 Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF2-LingF3 (preferably Phonetics&Phonology) / Further Information – ulrike.altendorf@engsem ~


Text Linguistics (Blockseminar)

Seminar, SWS: 2, Max. Teilnehmer: 30
Hohaus, Pascal

Mi Einzel 12:00 - 14:00 12.04.2017 - 12.04.2017 1502 - 703
Fr Einzel 10:00 - 16:00 28.04.2017 - 28.04.2017 1502 - 609
Fr Einzel 10:00 - 16:00 05.05.2017 - 05.05.2017 1502 - 609
Fr Einzel 10:00 - 16:00 12.05.2017 - 12.05.2017 1502 - 609
Fr Einzel 10:00 - 16:00 19.05.2017 - 19.05.2017 1502 - 609
Fr Einzel 14:00 - 16:00 30.06.2017 - 30.06.2017 1502 - 615
Kommentar This seminar will introduce students to the field of English text linguistics. We will be concerned with formal and semantic aspects of texts as well as with the concept

Sommer 2017 88
of textual intention. The topics among others are: cohesion, coherence, medium-dependence vs. medium-independence, text classification, and decoder orientation. We will apply a range of linguistic methods, such as corpus-based analysis and rhetorical relations analysis.

**Bemerkung**

LingF4

Prüfungsleistung: K/KA (90)

Studienleistung: will be specified in class

**Registration** – Stud.IP 2.3.-30.3.2017 / Size restriction – 30 / Prerequisites – LingF1-LingF2 / Further Information – pascal.hohaus@engsem.~

**Literatur**


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**The History of the English Language**

Seminar, SWS: 2, Max. Teilnehmer: 35

Paland, Meike

**Do wöchentl. 10:00 - 12:00 20.04.2017 - 15.07.2017 1502 - 703**

**Kommentar**

Why is mice pronounced [ma#s] and not [mi:s#] and why is it not (mous){-es} in the first place? How come English and German have sometimes similar words like Vater and father and what do English town and German Zaun have to do with each other? Is it mere coincidence that the similar English words shirt and skirt both refer to clothing and why is it that in English you can chose to either climb, mount, or ascend a flight of stairs? Where does the notorious third person -s come from or the Progressive aspect? This course is designed to find answers to these (and a lot of other) questions concerning the English language, its regularities but especially also its perceived inconsistencies and irregularities. To this end, we will look at the various historical stages of English from its pre-history till today, so as to trace the development of English phonology, grammar, lexis, semantics, and pragmatics. You will learn to classify different types of sound change and lexical change and learn about important mechanisms operating in grammatical language change such as Grammaticalization.

**Bemerkung**

LingF4

**Registration** – Stud.IP 1.3.-30.3.2017 / Size: restriction: 35 / Prerequisites – LingF1-LingF2 / Further Information – meike.pfaff@engsem.~

**Literatur**


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**LingA1**

**Deutsch und Englisch im Vergleich und im Kontrast – English and German in Comparison and Contrast**

Seminar, SWS: 2

Diewald, Gabriele| Schulze, Rainer

**Di wöchenl. 10:00 - 12:00 18.04.2017 - 15.07.2017 1502 - 003**

**Kommentar**

This advanced seminar aims to give an overview oft he most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. Introduction to Linguistics), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird’s-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings.
Englisches Seminar

concerning what they have and have not in common to general tendencies among
the world's languages. One crucial insight is going to be that many of the differences
between English and German are not restricted to these two languages, but represent
more general contrasts between languages which – like English and German – represent
different language types. Along these lines, we will have to restrict ourselves to a few
select phonetic and phonological, morphological, grammatical, syntactic, pragmatic
and/or semantic issues: agreement, analytic, blending of constructions, case system,
(pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical
relation, grammaticalisation, interference types (substitution, over-/underspecification,
over-/underrepresentation), loose-fit language, markedness, modal particle, passive
construction, predicate-argument structure, preposition stranding, raising construction,
semantic roles of subjects and objects, synthetic theme and rheme, tight-fit language,
transfer, transitive construction, transparency, verb-phrase contrasts, word order and
word stress.

Relevant literature will be announced in due time.

Bemerkung
Teilnehmerzahl: 30.

Structural Semantics vs. Cognitive Semantics

Seminar, SWS: 2, Max. Teilnehmer: 35
Schulze, Rainer

Di wöchentl. 16:00 - 18:00 18.04.2017 - 15.07.2017 1502 - 703

Kommentar
This advanced seminar will offer a comprehensive overview of the two major strands of
word-meaning research in English linguistics. We will chart the evolution of these two
strands and will present their main ideas, their landmark publications, and the dominant
figures in lexical semantics. The theoretical and methodological relationship between
the two approaches to word meaning will be a major point of attention throughout the
seminar.

In a nutshell, the theoretical frameworks that we will successively introduce and discuss
include the following: structural semantics with lexical field theory, relational semantics,
and componential analysis; cognitive semantics with prototypicality and salience,
conceptual metaphor and metonymy (and blending), Idealized Cognitive Models and
frames, and usage and change.

Bemerkung
Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-
LingF4 / Further Information – rainer.schulzef@engsem.

Literatur
Recommended reading:

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

LingA2
Learner Corpus Research

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Mo wöchentl. 18:00 - 20:00 24.04.2017 - 15.07.2017 1502 - 703

Kommentar
This course will explore issues related to the compilation of learner corpora, insights
into learner language gained on the basis of Learner Corpus Research (LCR) and the
interaction between LCR, Second Language Acquisition and TEFL.

Bemerkung
LingA2, M8 (DEL)
Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-
LingF2-LingF4 / Further Information – ulrike.altendorf@engsem ~

Literatur
Required Reading will be announced in class. Texts will be available on stud.ip.
Englisches Seminar

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

| Di wöchentl. | 16:00 - 18:00 | 11.04.2017 - 12.07.2017 | 1502 - 609 |
| Di wöchentl. | 18:00 - 20:00 | 11.04.2017 - 11.07.2017 | 1502 - 103 |


In der Anglistik kann in diesem Kurs eine Studienleistung, es kann allerdings KEINE Prüfungsleistung erbracht werden. In der Germanistik sind beide Leistungstypen möglich. Ferner wird die Veranstaltung im Bereich Schlüsselkompetenzen (SK) angeboten.

Bemerkung
Teilnehmerzahl: 25.

Literatur
Wird im Seminar bekanntgegeben.

Sociolinguistic Typology

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

| Di wöchentl. | 12:00 - 14:00 | 18.04.2017 - 15.07.2017 | 1502 - 703 |

Kommentar
This course will present Peter Trudgill's theory of dialect contact and his recently developed theory of sociolinguistic typology as well as explore a selection of case studies to which either or both theories can be applied.

Bemerkung
LingA2, M5

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF2-LingF4 / Further Information – ulrike.altendorf@engsem ~

Literatur

Advanced Methodology of Teaching English as a Foreign Language mit Schulpraktikum (DidA/DidPA/DidFP)

DidA
Fachpraktikum Englisch: KGS Ronnenberg (unbetreut)

Fachpraktikum, Max. Teilnehmer: 4
Fuchs, Stefanie


Kommentar
In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst.

Ergänzend werden von uns z. T. begleitende Blockpraktika angeboten:
Das Blockpraktikum findet zu Beginn des Schuljahres 2017/18 statt.

Sommer 2017
Englisches Seminar

Die Teilnahme ist auf 4 Plätze limitiert, die bei Frau Dr. Fuchs in der Reihenfolge der Anmeldung über Stud.IP vergeben werden.

**Bemerkung**
*Registration* – StudIP 1.3.-30.3.2017 / *Size restriction* – 4 / Prerequisites – DidPA / *Further Information* – stefanie.fuchs@engsem.<~

**Literatur**
*Required Reading:*
Course page on StudIP.

**Fachpraktikum Englisch: KGS Sehnde (unbetreut)**

Fachpraktikum, SWS: 2, Max. Teilnehmer: 5
Bierwirth, Annika

|---|---|

**Kommentar**
In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst. Ergänzend werden von uns Blockpraktika angeboten.

Das Blockpraktikum findet zu Beginn des Schuljahres 2017/18 statt. Termine werden rechtzeitig bekannt gegeben.

Die Teilnahme ist auf 5 Plätze limitiert, die in der Reihenfolge der Anmeldung über Stud.IP vergeben werden.

**Bemerkung**
*Registration* – StudIP 1.3.-30.3.2017 / *Size restriction* – 5 / Prerequisites – DidPA / *Further Information* – annika.bierwirth@engsem.<~

**Literatur**


**Fachpraktikum Englisch: Leonore-Goldschmidt-Schule (IGS Mühlenberg)**

Fachpraktikum, SWS: 2, Max. Teilnehmer: 3
Fuchs, Stefanie

|---|---|

**Kommentar**
In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst.

Ergänzend werden von uns z. T. begleitende Blockpraktika angeboten.

Ein begleitetes Blockpraktikum findet zu Beginn des Schulhalbjahres 2017/18 in Hannover statt.

Zu der 5-wöchigen Zeit (inklusive Hospitation) an der Schule gibt es ein Vor- und ein Nachbereitungsseminar (jeweils 2 SWS).

Die Teilnahme ist auf 3 Plätze limitiert, die bei Frau Dr. Fuchs in der Reihenfolge der Anmeldung über Stud.IP vergeben werden.

**Bemerkung**
*Registration* – StudIP 1.3.-30.3.2017 / *Size restriction* – 4 – Prerequisites – DidPA / *Further Information* – stefanie.fuchs@engsem.<~

**Literatur**


**Language Awareness Matters: Along the Way to a Language Sensitive School**

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

Di wöchentl. 12:00 - 14:00 18.04.2017 - 15.07.2017 1502 - 615
The new Lower Saxony “Kerncurriculum” for the EFL classroom (discussion version of 2016) more than earlier versions puts a strong focus on teaching facets of language awareness (Sprachbewusstheit) and language learning competence (Sprachlernkompetenz). Language awareness, on the one hand, can be understood as explicit knowledge about language(s), and conscious perception and sensitivity in language learning and use (e.g. recognize, name and analyze communication problems and find possible ‘repair strategies’; recognize, describe and evaluate language manipulation strategies (critical language awareness). On the other hand, language learning competence comprises the willingness and ability to analyze and critically reflect one’s own language learning and use. Learners should be able to make use of a repertoire of strategies (e.g. cognitive & metacognitive learning or social & emotional strategies). We will discuss selected topics and subsequently promote creative ways of dealing with them in a task based and learner- and activity based way.

Bemerkung
Registration – StudIP 1.3.-30.3.2017 / Size restriction – 40 / Prerequisites – DidF / Further Information – gabriele.bell@engsem.~

Literatur
See course page on StudIP.

Teaching English with (New) Media
Seminar, SWS: 2, Max. Teilnehmer: 25
Fuchs, Stefanie

Mo wöchentl. 16:00 - 18:00 24.04.2017 - 15.07.2017 1502 - 615

Media play a major role in the EFL classroom, as they not only improve learners’ motivation and autonomy, but also help them to acquire language skills and competence. This course will introduce and discuss different media and explore how these can be used effectively in the EFL classroom. Participants will be asked to work on projects in groups or individually.

After exploring the theoretical aspects (e.g. the pros and cons about different media, the integration of online-media) as well as reflecting on own media use and competence, the aim is to create units / lesson plans / tasks / materials for the future target student population(s).
Teaching Intercultural Communicative Competence

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

| Mi | Einzel | 16:00 - 18:00 | 26.04.2017 - 26.04.2017 | 1502 - 615 |
| Mi | Einzel | 16:00 - 18:00 | 03.05.2017 - 03.05.2017 | 1502 - 615 |
| Sa | Einzel | 10:00 - 16:00 | 13.05.2017 - 13.05.2017 | 1502 - 615 |
| Sa | Einzel | 10:00 - 16:00 | 17.06.2017 - 17.06.2017 | 1502 - 609 |
| Sa | Einzel | 10:00 - 16:00 | 24.06.2017 - 24.06.2017 | 1502 - 609 |

Kommentar
Intercultural Communicative Competence is the main aim of foreign language teaching as one can read in recent guidelines, e.g. the Kerncurricula in Lower Saxony. In the English Language Classroom at school we practically aim at teaching our students various aspects. It is nevertheless extremely difficult to measure pupils' competence about their own culture and the target culture.

In this seminar, we will therefore deal with intercultural communicative competence as far as theoretic concepts and practical approaches are concerned. We will focus on different definitions and models as well as the difficulty of assessing intercultural communicative competence. We will also look at different practical examples (from the classroom, from field trips like a COMENIUS-Project or a student exchange) and analyse their potential for developing intercultural communicative competence. Participants will have to design material for teaching.

Bemerkung
Das Seminar beginnt an den Samstagen s. t., d. h. pünktlich um 10:00 Uhr!

Teaching Literature: Many Voices - Many Cultures

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

Do wöchentl. 10:00 - 12:00 20.04.2017 - 12.07.2017  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 Aire 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.
Fachpraktikum Englisch: Leonore-Goldschmidt-Schule (IGS Mühlenberg)

| Bemerkung | Registration – Stud.IP 1.3.-30.3.2017 / Size restriction – 4 / Prerequisites – DidPA / Further Information – stefanie.fuchs@engsem.~ |

DidPA

Fachpraktikum Englisch: KGS Ronnenberg (unbetreut)

| Bemerkung | Registration – Stud.IP 1.3.-30.3.2017 / Size restriction – 4 / Prerequisites – DidPA / Further Information – stefanie.fuchs@engsem.~ |
| Literatur | Required Reading: Course page on Stud.IP. |

Fachpraktikum Englisch: KGS Sehnde (unbetreut)


Sommer 2017
Die Teilnahme ist auf 5 Plätze limitiert, die in der Reihenfolge der Anmeldung über Stud.IP vergeben werden.

**Bemerkung**

*Registration* – StudIP 1.3..30.3.2017 / *Size restriction* – 5 / Prerequisites – DidPA / *Further Information* – annika.bierwirth@engsem.~

**Literatur**


### Fachpraktikum Englisch: Leonore-Goldschmidt-Schule (IGS Mühlenberg)

**Fachpraktikum, SWS: 2, Max. Teilnehmer: 3**

**Fuchs, Stefanie**

|----|------------------------|

**Kommentar**

In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst.

Ergänzend werden von uns z. T. begleitende Blockpraktika angeboten.

Ein begleitetes Blockpraktikum findet zu Beginn des Schulhalbjahres 2017/18 in Hannover statt.

Zu der 5-wöchigen Zeit (inklusive Hospitation) an der Schule gibt es ein Vor- und ein Nachbereitungsseminar (jeweils 2 SWS).

Die Teilnahme ist auf 3 Plätze limitiert, die bei Frau Dr. Fuchs in der Reihenfolge der Anmeldung über Stud.IP vergeben werden.

**Bemerkung**

*Registration* – StudIP 1.3..-30.3.2017 / *Size restriction* – 4 – Prerequisites – DidPA / *Further Information* – stefanie.fuchs@engsem.~

**Literatur**


### Planung und Analyse von Englischunterricht

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

**Blell, Gabriele**

<table>
<thead>
<tr>
<th>Do wöchentl. 08:00 - 10:00</th>
<th>20.04.2017 - 15.07.2017</th>
</tr>
</thead>
</table>

**Kommentar**

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch.


Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Geplant sind außerdem Unterrichtsversuche in der IGS Mühlenberg.

**Bemerkung**

*Registration* – StudIP 01.03.-30.03.2017 / *Size restriction* – 25 / Prerequisites – DidF / *Further Information* – gabriele.blell@engsem.~

**Literatur**


### Planung und Analyse von Englischunterricht

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

Sommer 2017
Englisches Seminar

Bierwirth, Annika

| Fr wöchentl. | 12:00 - 14:00 | 21.04.2017 - 02.06.2017 | 1502 - 703 |
| Fr Einzel | 14:00 - 16:00 | 21.04.2017 - 21.04.2017 | 1502 - 703 |
| Fr Einzel | 14:00 - 16:00 | 19.05.2017 - 19.05.2017 | 1502 - 703 |
| Fr Einzel | 14:00 - 16:00 | 02.06.2017 - 02.06.2017 | 1502 - 703 |
| Fr Einzel | 14:00 - 16:00 | 16.06.2017 - 16.06.2017 | 1502 - 703 |

Kommentar
Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden.

Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch.


Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Bemerkung
DidA / DidPA

Registration – StudIP 1.3.-30.3.2017 / Size restriction – 25 / Prerequisites – DidF / Further Information – annika.bierwirth@engsem.~

Literatur

Der Kauf dieses Grundlagenwerks wird empfohlen.

Teaching English with (New) Media

Seminar, SWS: 2, Max. Teilnehmer: 25
Fuchs, Stefanie

| Mo wöchentl. | 16:00 - 18:00 | 24.04.2017 - 15.07.2017 | 1502 - 615 |

Kommentar
Media play a major role in the EFL classroom, as they not only improve learners’ motivation and autonomy, but also help them to acquire language skills and competence. This course will introduce and discuss different media and explore how these can be used effectively in the EFL classroom. Participants will be asked to work on projects in groups or individually.

After exploring the theoretical aspects (e.g. the pros and cons about different media, the integration of online-media) as well as reflecting on own media use and competence, the aim is to create units / lesson plans / tasks / materials for the future target student population(s).

Bemerkung
Registration – StudIP 01.03.-30.03.2017 / Size restriction - 20 / Prerequisites – DidF / Further Information – stefanie.fuchs@engsem.~

DidA

Literatur


See course page on StudIP.

Intermediate American Literature and Culture (AmerF2/AmerF3)

AmerF2
AmerF3
American Literature in the Late 18th and Early 19th Century
Seminar, SWS: 2, Max. Teilnehmer: 35
Brasch, Ilka

Di wöchentl. 10:00 - 12:00 18.04.2017 - 15.07.2017 1502 - 609
Kommentar This course focuses on a time period that has been considered the beginning of US-American literature. Around the turn to the 19th century, American cultural production was strongly influenced by but also aimed to dissociate from European models and trends. Simultaneously, the United States as a country were still formulating their own laws and political agendas, negotiating opinions on politics, religion, and social standards that differed among urban and rural populations, New Englanders and Southerners, or different ethnic groups.

In this class, we will consider a number of novels and excerpts from the time in their particular cultural and historic contexts, including sentimental literature (Hannah Webster Foster’s The Coquette (1797), William Hill Brown’s The Power of Sympathy (1789)), gothic novels (such as Charles Brockden Brown’s Wieland (1798) or Edgar Huntley (1799)), and satiric texts (Hugh Henry Brackenridge’s Modern Chivalry (1792-1815) and Royall Tyler’s The Algerine Captive (1797)).

Bemerkung

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – AmerBritF1 / Further Information – ilka.brasch@engsem.~

Literatur Will be announced on StudIP as the semester approaches.

Asian American Literature
Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Mi wöchentl. 12:00 - 14:00 19.04.2017 - 15.07.2017 1502 - 609
Kommentar This course will be concerned with the history and with newer trends in Asian American literatures. We will read short fictional and non-fictional texts, selected (graphic) novels, and other material reflecting the wide scope of cultural expressions and representations of various Asian communities in the United States. Concepts such as the 'yellow peril' and the 'model minority' that have been projected upon Asian Americans in general will be correlated with political discussions, tensions and alliances that aim at distinguishing and differentiating particular groups and interests in the United States (we will presumably focus on examples from the fields of Chinese American, Vietnamese American, and Filippino/a American writing).

Bemerkung

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – AmerBritF1 / Further Information – ruth.mayer@engsem.~

Literatur A reader will be announced on StudIP as the semester approaches.

Hard-Boiled Detectives and Film Noir
Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Mo wöchentl. 12:00 - 14:00 24.04.2017 - 15.07.2017 1502 - 609
Kommentar From the 1930s onwards for about twenty years, the US went dark, hopeless and criminal. At least this is the impression one gets from watching American films and reading novels from this period. The Great (economic) Depression seemed to have made its way to the movie screens and book pages, as noir became a highly popular style of representation and a much-used narrative mode. In this class, we will look closely at the aesthetic and conceptual implications of this cultural turn to darkness. We will Sommer 2017 99
Englisches Seminar

read novels such as James M. Cain's *The Postman Always Rings Twice* (1934) and Raymond Chandler's *The Big Sleep* (1939), and watch films such as *Double Indemnity* (Billy Wilder, 1944), *The Big Sleep* (Howard Hawks, 1946), *Touch of Evil* (Orson Welles, 1958) and *Sunset Boulevard* (Billy Wilder, 1950).

**Identity and Power in Contemporary Transnational Literature**

**Seminar, SWS: 2**
Oldehus, Anna-Lena

**Mi wöchentl. 12:00 - 14:00 19.04.2017 - 15.07.2017 1502 - 615**

**Kommentar**
In this class we will read Rakesh Satyal’s novel *Blue Boy* (2009) and a selection of short stories from Chimamanda Ngozi Adichie’s *The Thing around Your Neck* (2010) to engage with aspects, trends, and dynamics of contemporary transnational literature. Please purchase a copy of these two works. As a theoretical and methodological basis, this class will deal with questions concerning power, identity, race, gender, and sexuality.

**Bemerkung**
This class is part of the [Genderzertifikat](#).

**Literatur**
Rakesh Satyal *Blue Boy* (2009), Chimamanda Ngozi Adichie *The Thing Around Your Neck* (2010). All other texts will be provided online on StudIp.

**Intermediate British Literature and Culture (BritF2/BritF3)**

**BritF2**
**Survey of British Literatures and Cultures**

**Vorlesung, SWS: 2**
Gohrisch, Jana

**Mi wöchentl. 08:00 - 10:00 19.04.2017 - 15.07.2017 1502 - 003**

**Kommentar**
The aim of this lecture is to provide a broad introduction to the cultural and literary history of Britain as well as to current debates and conflicts in British culture. The lectures will not only offer historical and cultural facts, but will also question them from the various perspectives of Literary and Cultural Studies theories. Moreover, we 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.

Moritz Kiermeier will offer a [tutorial](#) for those who wish to do further work on the material and prepare the written test. The dates of this tutorial will be specified by Doodle.

**Bemerkung**
[Registration](#) – Stud.IP 1.3.-30.3.2017 / Prerequisites – none / Further Information – jana.gohrisch@engsem.~

**Literatur**
Recommended Reading:

**Tutorial to "Survey of British Literatures and Cultures"**

**Tutorium, SWS: 2**
Englisches Seminar

Kiermeier, Moritz

Mo wöchentl. 12:00 - 14:00 24.04.2017 - 15.07.2017 1502 - 703
Mo Einzel 16:00 - 18:00 19.06.2017 - 19.06.2017 1507 - 005
Kommentar This tutorial is targeted to those students who wish to do further work on the material addressed in the "Survey of British Literatures and Cultures" (BritF2).

Bemerkung In so doing, it will also help to prepare students for the written test.

Literatur Recommended Reading:

BritF3
Beginning Shakespeare

Seminar, SWS: 2
Grünkemeier, Ellen

Di wöchentl. 14:00 - 16:00 18.04.2017 - 15.07.2017 1502 - 609
Kommentar Shakespeare's plays have been performed, read and studied for centuries and they have had a pervasive influence on the English language and cultures around the world. In this seminar we will explore the richness of Shakespeare's plays by focussing on As You Like It and The Tempest. Studying these exemplary texts, we will engage in close readings (based on the analytical categories from the 'Introduction to Literary Studies') and put to practice the theoretical concepts of Gender Studies and Postcolonial Criticism. We shall also explore the cultural, political and historical contexts because enjoyment of Shakespeare's plays also requires an understanding of genre conventions, performance, Elizabethan theatre, theatre companies and audiences.

Bemerkung Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – AmerBritF1 / Further Information – ellen.gruenkemeier@engsem.~

Literatur Required Reading:
Please get hold of the following plays in the Oxford Edition (i.e. an edition with good annotations): William Shakespeare, As You Like It (Oxford Shakespeare) and The Tempest (Oxford Shakespeare).

Further (theoretical) texts covered in the seminar will be provided on Stud.IP and in a reader available from Copyshop Stork (Körnerstraße 3) from 10 April 2017.

Short Stories of the English-Speaking World

Seminar, SWS: 2
Pardey, Hannah

Do wöchentl. 12:00 - 14:00 20.04.2017 - 15.07.2017 1502 - 615
Kommentar In this course students will practise their skills in the analysis of narrative texts (acquired in the "Introduction to Literary Studies") on various short stories of the English-speaking world. Starting with a brief introduction into questions of genre and terminology, we shall explore Edgar Allan Poe’s famous definition of the short story and investigate one of his Gothic spine-chillers in detail. After that, we will turn to realist, modernist, and postmodernist versions of the short story to examine the form’s development. The reading programme for this course will comprise the following authors: Thomas Hardy, Joseph Conrad, James Joyce, Katherine Mansfield, Elizabeth Bowen, and Ian McEwan. The course will conclude with a selection of short stories by postcolonial writers, such as Salman Rushdie and Chimamanda Ngozi Adichie, that appropriate the Anglo-American pattern for their political claims.

Bemerkung Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – AmerBritF1 / Further Information – hannah.pardey@engsem.~

Sommer 2017
Literatur

BritF3

Required Reading:

All theoretical texts and short stories covered in the seminar will be provided on Stud.IP and in a reader available from Copyshop Stork (Körnerstraße 3) from 10 April 2017.

Masterarbeit

Doktorandenkolloquium (Anglistik / Hispanistik)

Kolloquium, SWS: 2
Blell, Gabriele| Rössler, Andrea

wöchentlich

Bemerkung zur Gruppe

Zeit und Raum nach Einladung.

Kommentar

Das Doktorandenkolloquium findet statt in Zusammenarbeit mit der Didaktik des Spanischen (Prof. Dr. Andrea Rössler). Es findet auf Einladung im Block statt.

Bemerkung

Further Information – gabriele.blell@engsem.~ / roessler@romanistik.phil.~

Kolloquium Englische Sprachwissenschaft

Kolloquium, SWS: 2
Schulze, Rainer

Di wöchentlich 12:00 - 13:00 18.04.2017 - 15.07.2017 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...

Further Information – rainer.schulze@engsem.~

Kolloquium zum Studienabschluss in der Didaktik (FüBA & MEd.)

Kolloquium, SWS: 2, Max. Teilnehmer: 15
Blell, Gabriele| Fuchs, Stefanie

Di wöchentlich 16:00 - 18:00 18.04.2017 - 12.07.2017 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. Es werden empirische Forschungsmethoden aufgezeigt und diskutiert.

Bemerkung

Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – LingF1-LingF4 / Size restriction – 15 / None

Further Information – gabriele.blell@engsem.~ / stefanie.fuchs@engsem.~

Literatur

See course page on StudIP.

Advanced Language Practice (SP3/SP4)

Sommer 2017
SP3

SP4

**Advanced Composition (Group 3)**

Seminar, SWS: 2, Max. Teilnehmer: 20  
Foster, Darren Paul

Mo wöchentl. 10:00 - 12:00 24.04.2017 - 15.07.2017 1502 - 709  
Kommentar: This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary

Bemerkung: SP4

Registration – StudIP 01.03.2017-31.03.2017 (by 31.01.2017 for Blockkurse) / Size restriction: 20 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Further Information – jill.schneller@engsem.~ or darren.foster@engsem.~

**Advanced Composition (Group 4)**

Seminar, SWS: 2, Max. Teilnehmer: 20  
Foster, Darren Paul

Di wöchentl. 08:00 - 10:00 18.04.2017 - 15.07.2017 1502 - 709  
Kommentar: This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary

Bemerkung: SP4

Registration – StudIP 01.03.2017-31.03.2017 (by 31.01.2017 for Blockkurse) / Size restriction: 20 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Further Information – jill.schneller@engsem.~ or darren.foster@engsem.~

**Advanced Composition (Group 5)**

Seminar, SWS: 2, Max. Teilnehmer: 20  
Schneller, Jill

Di wöchentl. 10:00 - 12:00 18.04.2017 - 27.06.2017 1502 - 613  
Sa Einzel 09:00 - 13:00 24.06.2017 - 24.06.2017  
Sa Einzel 09:00 - 13:00 01.07.2017 - 01.07.2017  
Kommentar: This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary

Bemerkung: SP4

Registration – StudIP 01.03.2017-31.03.2017 / Size restriction: 20 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Further Information – jill.schneller@engsem.~

Please note that students who take this course will be required to take a mock exam on Saturday, 24 June 2017, 9:00-13:00. The final exam will take place on Saturday, 1 July 2017, 9:00-13:00.

**Advanced Composition (Group 6)**

Seminar, SWS: 2, Max. Teilnehmer: 20  
Foster, Darren Paul

Sommer 2017
This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary.

Bemerkung

SP4

Registration – Stud.IP 01.03.2017-31.03.2017 (by 31.01.2017 for Blockkurse) / Size restriction: 20 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Further Information – jill.schneller@engsem.~ or darren.foster@engsem.~

Please note that students who take this course will be required to take a mock exam on Saturday, 24 June 2017, 9:00-13:00. The final exam will take place on Saturday, 1 July 2017, 9:00-13:00.

Zertifikatsprogramm Lehramt an Gymnasien - Fach Englisch

Foundations Linguistics (LingF1/LingF2)

LingF1

LingF2

Introduction to Linguistics II

Vorlesung, SWS: 2
Paland, Meike

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, and historical linguistics.

Bemerkung

LingF2

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: none / Prerequisites – LingF1 / Further Information –meike.pfaff@engsem.~

**Intermediate Linguistics (LingF3/LingF4)**

**LingF3**

**English Sentences**

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

**Kommentar**  
This lecture will present, discuss and illustrate the major terms and concepts essential to the study of sentence structure in English. Word classes such as ‘determinative’, ‘noun’, ‘verb’, ‘preposition’ or ‘conjunction’ will be explained, and the properties of these categories discussed at length. Students will discover what is meant by the terms ‘subject’, ‘subject complement’, ‘predicator’ or ‘indirect object’, what a finite verb is, and what different subordinate clauses look like. Concepts such as ‘constituency’, ‘movement’ or ‘thematic roles’ will be introduced and exemplified, with extensive illustrations from English (and sometimes other languages).

**Bemerkung**  
Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: none / Prerequisites – LingF1-LingF2 / Further Information – rainer.schulze@engsem.

**Literatur**
Recommended reading:

**LingF4**

**English Dialectology**

**Seminar, SWS: 2, Max. Teilnehmer: 35**  
Altendorf, Ulrike

**Kommentar**  
This course will explore classic, recent and current studies in English Dialectology with a focus on varieties of English in England. The course requires a solid knowledge of phonetics and phonology and a willingness to deal with phenomena at this level of linguistic description.

**Bemerkung**  
Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF2-LingF3 (preferably Phonetics&Phonology) / Further Information – ulrike.altendorf@engsem.

**Literatur**

**Text Linguistics (Blockseminar)**

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

**Mi Einzel** 12:00 - 14:00 12.04.2017 - 12.04.2017 1502 - 703
Fr Einzel 10:00 - 16:00 28.04.2017 - 28.04.2017 1502 - 609
Fr Einzel 10:00 - 16:00 05.05.2017 - 05.05.2017 1502 - 609
Fr Einzel 10:00 - 16:00 12.05.2017 - 12.05.2017 1502 - 609
Fr Einzel 10:00 - 16:00 19.05.2017 - 19.05.2017 1502 - 609
Fr Einzel 14:00 - 16:00 30.06.2017 - 30.06.2017 1502 - 615

Sommer 2017
This seminar will introduce students to the field of English text linguistics. We will be concerned with formal and semantic aspects of texts as well as with the concept of textual intention. The topics among others are: cohesion, coherence, medium-dependence vs. medium-independence, text classification, and decoder orientation. We will apply a range of linguistic methods, such as corpus-based analysis and rhetorical relations analysis.

Registration — Stud.IP 2.3.-30.3.2017 / Size restriction — 30 / Prerequisites — LingF1-LingF2 / Further Information — pascal.hohaus@engsem.~


The History of the English Language

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Why is *mice* pronounced [ma#s] and not [mi:s#] and why is it not *mous*[-es] in the first place? How come English and German have sometimes similar words like *Vater* and *father* and what do English *town* and German *Zaun* have to do with each other? Is it mere coincidence that the similar English words *shirt* and *skirt* both refer to clothing and why is it that in English you can chose to either *climb*, *mount*, or *ascend* a flight of stairs? Where does the notorious third person *-s* come from or the Progressive aspect? This course is designed to find answers to these (and a lot of other) questions concerning the English language, its regularities but especially also its perceived inconsistencies and irregularities. To this end, we will look at the various historical stages of English from its pre-history till today, so as to trace the development of English phonology, grammar, lexis, semantics, and pragmatics. You will learn to classify different types of sound change and lexical change and learn about important mechanisms operating in grammatical language change such as Grammaticalization.

Registration — Stud.IP 1.3.-30.3.2017 / Size: restriction: 35 / Prerequisites — LingF1-LingF2 / Further Information — meike.pfaff@engsem.~


Advanced Linguistics (LingA1/LingA2)

*LingA1
Deutsch und Englisch im Vergleich und im Kontrast – English and German in Comparison and Contrast*

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

This advanced seminar aims to give an overview oft he most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. Introduction to Linguistics), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective,
then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic theme and rHEME, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order and word stress.

Relevant literature will be announced in due time.

**Structural Semantics vs. Cognitive Semantics**

*Di* wöchentl. 16:00 - 18:00 18.04.2017 - 15.07.2017 1502 - 703

**Kommentar**

This advanced seminar will offer a comprehensive overview of the two major strands of word-meaning research in English linguistics. We will chart the evolution of these two strands and will present their main ideas, their landmark publications, and the dominant figures in lexical semantics. The theoretical and methodological relationship between the two approaches to word meaning will be a major point of attention throughout the seminar.

In a nutshell, the theoretical frameworks that we will successively introduce and discuss include the following: structural semantics with lexical field theory, relational semantics, and componential analysis; cognitive semantics with prototypicality and salience, conceptual metaphor and metonymy (and blending), Idealized Cognitive Models and frames, and usage and change.

**Bemerkung**

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF4 / Further Information –rainer.schulze@engsem.

**Literatur**


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

**LingA2**

**Learner Corpus Research**

*Mo* wöchentl. 18:00 - 20:00 24.04.2017 - 15.07.2017 1502 - 703

**Kommentar**

This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of Learner Corpus Research (LCR) and the interaction between LCR, Second Language Acquisition and TEFL.

**Bemerkung**

LingA2, M8 (DEL)

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF2-LingF4 / Further Information –ulrike.altendorf@engsem ~
LinguA³
Seminar, SWS: 2
Altendorf, Ulrike| Mathias, Alexa

Di wöchentl. 16:00 - 18:00 11.04.2017 - 12.07.2017 1502 - 609
Di wöchentl. 18:00 - 20:00 11.04.2017 - 11.07.2017 1502 - 103

Kommentar

In der Anglistik kann in diesem Kurs eine Studienleistung, es kann allerdings KEINE Prüfungsleistung erbracht werden. In der Germanistik sind beide Leistungstypen möglich. Ferner wird die Veranstaltung im Bereich Schlüsselkompetenzen (SK) angeboten.

Bemerkung
Teilnehmerzahl: 25.

Literatur
Wird im Seminar bekanntgegeben.

Sociolinguistic Typology
Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Di wöchentl. 12:00 - 14:00 18.04.2017 - 15.07.2017 1502 - 703

Kommentar
This course will present Peter Trudgill's theory of dialect contact and his recently developed theory of sociolinguistic typology as well as explore a selection of case studies to which either or both theories can be applied.

Bemerkung
LingA2, M5
Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF2-LingF4 / Further Information – ulrike.altendorf@engsem ~

Literatur

Foundations Literature and Culture (AmerBritF1)

*AmerBritF1*

Intermediate American Literature and Culture (AmerF2/AmerF3)

*AmerF2*

*AmerF3*

American Literature in the Late 18th and Early 19th Century
This course focuses on a time period that has been considered the beginning of US-American literature. Around the turn to the 19th century, American cultural production was strongly influenced by but also aimed to dissociate from European models and trends. Simultaneously, the United States as a country were still formulating their own laws and political agendas, negotiating opinions on politics, religion, and social standards that differed among urban and rural populations, New Englanders and Southerners, or different ethnic groups.

In this class, we will consider a number of novels and excerpts from the time in their particular cultural and historic contexts, including sentimental literature (Hannah Webster Foster’s *The Coquette* (1797), William Hill Brown’s *The Power of Sympathy* (1789)), gothic novels (such as Charles Brockden Brown’s *Wieland* (1798) or Edgar Huntley (1799)), and satiric texts (Hugh Henry Brackenridge’s *Modern Chivalry* (1792-1815) and Royall Tyler’s *The Algerine Captive* (1797)).

**Bemerkung**

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – AmerBritF1 / Further Information – ilka.brasch@engsem.~

**Literatur**

Will be announced on StudIP as the semester approaches.

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This course will be concerned with the history and with newer trends in Asian American literatures. We will read short fictional and non-fictional texts, selected (graphic) novels, and other material reflecting the wide scope of cultural expressions and representations of various Asian communities in the United States. Concepts such as the 'yellow peril' and the 'model minority' that have been projected upon Asian Americans in general will be correlated with political discussions, tensions and alliances that aim at distinguishing and differentiating particular groups and interests in the United States (we will presumably focus on examples from the fields of Chinese American, Vietnamese American, and Filippino/a American writing).

**Bemerkung**

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – AmerBritF1 / Further Information – ruth.mayer@engsem.~

**Literatur**

A reader will be announced on StudIP as the semester approaches.

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From the 1930s onwards for about twenty years, the US went dark, hopeless and criminal. At least this is the impression one gets from watching American films and reading novels from this period. The Great (economic) Depression seemed to have made its way to the movie screens and book pages, as *noir* became a highly popular style of representation and a much-used narrative mode. In this class, we will look closely at the aesthetic and conceptual implications of this cultural turn to darkness. We will read novels such as James M. Cain’s *The Postman Always Rings Twice* (1934) and Raymond Chandler’s *The Big Sleep* (1939), and watch films such as *Double Indemnity* (Billy Wilder, 1944), *The Big Sleep* (Howard Hawks, 1946), *Touch of Evil* (Orson Welles, 1958) and *Sunset Boulevard* (Billy Wilder, 1950).
Identity and Power in Contemporary Transnational Literature

Seminar, SWS: 2  
Oldehus, Anna-Lena

**Kommentar**  
In this class we will read Rakesh Satyal’s novel *Blue Boy* (2009) and a selection of short stories from Chimamanda Ngozi Adichie’s *The Thing around Your Neck* (2010) to engage with aspects, trends, and dynamics of contemporary transnational literature. Please purchase a copy of these two works. As a theoretical and methodological basis, this class will deal with questions concerning power, identity, race, gender, and sexuality.

**Bemerkung**  
This class is part of the *Genderzertifikat*.

**Literatur**  
Rakesh Satyal *Blue Boy* (2009), Chimamanda Ngozi Adichie *The Thing Around Your Neck* (2010). All other texts will be provided online on StudIp.

Intermediate British Literature and Culture (BritF2/BritF3)

**BritF2**  
Survey of British Literatures and Cultures

Vorlesung, SWS: 2  
Gohrisch, Jana

**Kommentar**  
The aim of this lecture is to provide a broad introduction to the cultural and literary history of Britain as well as to current debates and conflicts in British culture. The lectures will not only offer historical and cultural facts, but will also question them from the various perspectives of Literary and Cultural Studies theories. Moreover, we will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

**Bemerkung**  
Moritz Kiermeier will offer a *tutorial* for those who wish to do further work on the material and prepare the written test. The dates of this tutorial will be specified by Doodle.

**Literatur**  
Recommended Reading:  

Tutorial to ”Survey of British Literatures and Cultures”

**Tutorium, SWS: 2**  
Kiermeier, Moritz

**Kommentar**

**Bemerkung**

**Literatur**

Sommer 2017
Englisches Seminar

This tutorial is targeted to those students who wish to do further work on the material addressed in the "Survey of British Literatures and Cultures" (BritF2).

In so doing, it will also help to prepare students for the written test.

Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - none

Recommended Reading:


**BritF3**

**Beginning Shakespeare**

Seminar, SWS: 2
Grünkemeier, Ellen

**Kommentar**

Shakespeare’s plays have been performed, read and studied for centuries and they have had a pervasive influence on the English language and cultures around the world. In this seminar we will explore the richness of Shakespeare’s plays by focussing on *As You Like It* and *The Tempest*. Studying these exemplary texts, we will engage in close readings (based on the analytical categories from the ‘Introduction to Literary Studies’) and put to practice the theoretical concepts of Gender Studies and Postcolonial Criticism. We shall also explore the cultural, political and historical contexts because enjoyment of Shakespeare’s plays also requires an understanding of genre conventions, performance, Elizabethan theatre, theatre companies and audiances.

**Bemerkung**

Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – AmerBritF1 / Further Information – ellen.gruenkemeier@engsem.~

**Literatur**

Required Reading:

Please get hold of the following plays in the Oxford Edition (i.e. an edition with good annotations): William Shakespeare, *As You Like It* (Oxford Shakespeare) and *The Tempest* (Oxford Shakespeare).

Further (theoretical) texts covered in the seminar will be provided on Stud.IP and in a reader available from Copyshop Stork (Körnerstraße 3) from 10 April 2017.

**Short Stories of the English-Speaking World**

Seminar, SWS: 2
Pardey, Hannah

**Kommentar**

In this course students will practise their skills in the analysis of narrative texts (acquired in the “Introduction to Literary Studies”) on various short stories of the English-speaking world. Starting with a brief introduction into questions of genre and terminology, we shall explore Edgar Allan Poe’s famous definition of the short story and investigate one of his Gothic spine-chillers in detail. After that, we will turn to realist, modernist, and postmodernist versions of the short story to examine the form’s development. The reading programme for this course will comprise the following authors: Thomas Hardy, Joseph Conrad, James Joyce, Katherine Mansfield, Elizabeth Bowen, and Ian McEwan. The course will conclude with a selection of short stories by postcolonial writers, such as Salman Rushdie and Chimamanda Ngozi Adichie, that appropriate the Anglo-American pattern for their political claims.

**Bemerkung**

Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – AmerBritF1 / Further Information – hannah.pardey@engsem.~

**Literatur**

Required Reading:
Englisches Seminar

All theoretical texts and short stories covered in the seminar will be provided on Stud.IP and in a reader available from Copyshop Stork (Körnerstraße 3) from 10 April 2017.

Advanced Literature and Culture (AmerA/BritA)

**AmerA**

**African American Autobiographies**

Seminar, SWS: 2, Max. Teilnehmer: 35
Soller, Bettina

**Kommentar**

This seminar will investigate the discourse, tradition and political engagement of African American autobiographies. As a class we will explore the thematic and formal breadth of the genre through investigations of early publications from the 1800s to recent contemporary examples of the era of #BlackLivesMatter. We will engage with theories about autobiographical and life writing to understand the simultaneous narrating and witnessing of historical events and the understanding of the self as textual construction. The description of the personal and unique perspective in a specific historic context will be related to an understanding of the African American autobiography as a running commentary on the collective experience of African Americans in the United States. The best-known example of African American life writing is probably the slave narrative and we will begin by reading classic autobiographies by Frederick Douglass and Harriet Jacobs and move across time to investigate, for example, select texts from the Harlem Renaissance (Zora Neale Hurston), the 1960s (Malcolm X) and recent publications like Ta-Nehisi Coates’ *Between the World and Me* and Margo Jefferson’s *Negroland*.

**Bemerkung**

**Literatur**

Literature – A list of readings will be announced in class.

Media Theory, Media Archaeology

Seminar, SWS: 2, Max. Teilnehmer: 35
Brasch, Ilka

**Kommentar**

In the past decades, media archaeology has become somewhat of a buzz word in media theory. Itself an “undisciplined discipline,” as Vivian Sobchack termed it, media archaeology combines multiple ways of studying media history – most particularly through incorporating ‘early’ visual media, for instance 19th-century optical toys, in its investigations. Additionally, media archaeology itself benefits from and mobilizes earlier critical approaches, from discourse analysis to literary New Historicism, to early media theorists such as Walter Benjamin. Throughout this semester, we will both familiarize ourselves with these conceptual backgrounds of the field and study new approaches and developments in 21st-century media archaeology.

**Bemerkung**

**Literatur**

Will be announced on StudIP as the semester approaches.

Postcolonial, (Trans)national, Global: Theoretical Debates

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Sommer 2017
**Englisches Seminar**

Mo wöchentl. 10:00 - 12:00 24.04.2017 - 15.07.2017 1502 - 609

**Kommentar**

The recent political developments in the United States call for some theoretical stocktaking. In this class we will revisit seminal discussions around cultural diversity and political power, and we will be concerned with the ways in which postcolonial theoretical debate have impacted on U.S. discourses of nation formation and hegemony. In particular, we will discuss the fact that nationalism professes to be regionally and politically specific, but manifests itself similarly and simultaneously in many different regions all over the world: nationalism is a transnational phenomenon.

**Bemerkung**


**Literatur**

A reader will be announced on StudIP as the semester approaches.

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**Theorizing Adolescence in American Literature, TV, and Film, 1791-2005**

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

Do wöchentl. 12:00 - 14:00 20.04.2017 - 15.07.2017 1502 - 609

**Kommentar**

Adolescence is popularly thought of today as a period of intense psychological and sexual development. Although adolescence has been a term in the English language since the early 15th century, psychologists and sociologists did not define it as a distinct period of human maturation until the early 1900s. In this course, we will examine four novels (Charlotte Temple, The Adventures of Huckleberry Finn, Julie of the Wolves, and The House on Mango Street), as well as a number of shorter texts, films, and television shows, such as Cooley High, Hard Candy, and Buffy the Vampire Slayer, that feature people we would identify today as adolescents. Through the use of these primary and selected secondary texts, we will examine the development of the American adolescent, both as a theoretical idea and as a complex stage of human maturation. Our primary lines of inquiry will be in examining the ways these texts represent the relationships between adolescence, innocence, sexuality, race, and labor throughout US history. Please ensure you can finish reading Huckleberry Finn by mid-semester.

**Bemerkung**

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – Foundations Literature and Culture, Intermediate Literature and Culture / Further Information – abigail.2.fagan@uconn.edu

**Literatur**

Please purchase: Jean Craighead George’s Julie of the Wolves and Sandra Cisneros’s The House on Mango Street. All other novels and secondary texts will be available through StudIP.

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**True Woman/New Women: Gender Negotiations in the 19th Century**

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Di wöchentl. 12:00 - 14:00 18.04.2017 - 15.07.2017 1502 - 609

**Kommentar**

In this course we will investigate the conceptualizations of gender in the United States of the 19th century. We will start by discussing exemplary texts charting the so-called 'cult of domesticity' and the model figure of the true woman. We will then look into the puzzling intersections of the cult of domesticity with seemingly much more progressive models of family life and womanhood – reflecting upon the fact that the transition between 'true woman' and 'new woman' is far from clear-cut and univocal. We will be concerned with literary texts, political manifestos, guidebooks and manuals, essays and speeches, and thus engage with a broad range of different texts sorts and genres.

**Bemerkung**

Englisches Seminar

Literatur
A reader with course material will be made available on StudIP.

### BritA

**Lower - Middle - Upper: Identifying and Discussing Class**

**Seminar, SWS: 2**
Grünkemeier, Ellen

**Di. wöchentl. 10:00 - 12:00 18.04.2017 - 15.07.2017 1502 - 703**

**Kommentar**

Class is a central category for understanding and discussing British society, culture and literature. At a basic level, class implies a social hierarchy that can be analysed with the categories of education, occupation, money, leisure activities, housing, clothing, language, etc. Yet, how exactly can they help us recognize and define a literary character’s social status or the social setting of a text as a whole?

This seminar will draw on material from the 19th and early 20th centuries because the modern terminology of upper, middle and lower classes has been developed along the Industrial Revolution and its crucial re-structuring of society. In order to familiarise students with the intricate term and concept of class, we will read non-fictional and fictional texts to bring to light the inscribed class-based power relations, which may not be immediately apparent – at least to uninitiated readers today. Using various context-oriented theoretical approaches, we will then assess in what ways our knowledge about historically changing class relations can be made productive for interpreting literary texts.

Beginning with Dorothy L. Sayer’s crime novel Whose Body? (1923), we will address class as a central means of characterising the detective and protagonist Lord Peter Wimsey. We will also read the novel’s representation of crime as a threat to the social order and the norms and values of (upper) middle-class society. Moving into the 19th century, we will study Ford Madox Brown’s painting “Work” (1850/60s) which represents classes through their specific kinds of ‘work’ as well as Gustave Doré’s drawing “Over the City by the Railway” (1872) which foregrounds class by means of ‘back-to-back’ houses. The construction of class and space will also be central to our discussion of excerpts from Charles Dickens’s novel Hard Times (1854) and Friedrich Engels’s non-fictional account The Condition of the Working Class in England (1845), both of which represent the neighbourhoods, streets and dwellings of the working classes in the industrial centres of Northern England.

**Bemerkung**
Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – BritF2, BritF3 for FüBA students, none for others / Further Information – ellen.gruenkemeier@engsem.~

**Literatur**
Please bring your own copy of Dorothy L. Sayer’s Whose Body? (any edition will do). Please read this crime novel before the course begins.

The other materials will be provided on StudIP and in a reader available from Copyshop Stork (Körnerstraße 3) from 10 April 2017. Please note that the 9th edition of the Norton Anthology of English Literature (2012) contains the excerpts from Dickens’s and Engels’s texts as well as Brown’s painting and Doré’s drawing.

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Reading 18th Century British Classics

**- Bitte Veranstaltungsart auswählen -**, SWS: 2
Gohrisch, Jana

**Mi. wöchentl. 10:00 - 12:00 19.04.2017 - 15.07.2017 1502 - 703**

**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 begin with 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 will be followed by John Gay’s The Beggar’s Opera (1728), which parodies not only the heroic and the sentimental comedy but also capitalist market
economy. After Gay, we will study William Hogarth’s series of satirical paintings Marriage à la Mode (1742/43), and Thomas Gray’s “Elegy Written in a Country Churchyard” (1751), a melancholy poem on 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).

**Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.~**

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**South Africa: History, Culture, Literature**

In this seminar we will read historiographic and fictional texts about South Africa before and after the transition from the white minority rule of apartheid to a democratic society in the early 1990s. We will begin with the controversial post-apartheid novel Disgrace (1999) by J. M. Coetzee, who won the Nobel Prize for Literature in 2003. While the novel received the most prestigious British literary prize, the Booker, in 1999 and was adapted for the screen in 2009, it was severely criticized by the South African ANC government for its “subliminal racism”. After Disgrace, we will look at Phaswane Mpe’s equally short and equally disturbing novel Welcome to Our Hillbrow (2001) about inner-city violence and HIV/AIDS. To conclude we will read Kopano Matlwa’s prize-winning novel Coconut (2007), which contrasts the adolescence of two black girls in Johannesburg in the early 2000s. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race and class as well as on the narrative strategies and tropes employed by the texts (practicing the analytical terms from the ‘Introduction to Literary Studies’).

**Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.~**

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**Literatur**

Required Reading:

- Clark, N. and W. H. Worger. South Africa. The Rise and Fall of Apartheid (2011)
- Coetzee, J. M. Disgrace (1999)
- Mpe, Phaswane. Welcome to our Hillbrow (2001)

The historiographic text by Clark and Worger will be provided on StudIP or in a reader. Please buy and bring your own copies of the novels by Coetzee, Matlwa and Mpe and read possibly all three of them before the course begins.
**Focus Module (AmerA/BritA/LingA1/LingA2)**

**AmerA**

**African American Autobiographies**

Seminar, SWS: 2, Max. Teilnehmer: 35  
Soller, Bettina

**Kommentar**

Do wöchentl. 14:00 - 16:00 20.04.2017 - 15.07.2017  
This seminar will investigate the discourse, tradition and political engagement of African American autobiographies. As a class we will explore the thematic and formal breadth of the genre through investigations of early publications from the 1800s to recent contemporary examples of the era of #BlackLivesMatter. We will engage with theories about autobiographical and life writing to understand the simultaneous narrating and witnessing of historical events and the understanding of the self as textual construction. The description of the personal and unique perspective in a specific historic context will be related to an understanding of the African American autobiography as a running commentary on the collective experience of African Americans in the United States. The best-known example of African American life writing is probably the slave narrative and we will begin by reading classic autobiographies by Frederick Douglass and Harriet Jacobs and move across time to investigate, for example, select texts from the Harlem Renaissance (Zora Neale Hurston), the 1960s (Malcom X) and recent publications like Ta-Nehisi Coates' *Between the World and Me* and Margo Jefferson's *Negroland*.

**Bemerkung**

AmerA/AAS3  

**Literatur**

Literature – A list of readings will be announced in class.

**Media Theory, Media Archaeology**

Seminar, SWS: 2, Max. Teilnehmer: 35  
Brasch, Ilka

**Kommentar**

Mi wöchentl. 10:00 - 12:00 19.04.2017 - 15.07.2017  
In the past decades, media archaeology has become somewhat of a buzz word in media theory. Its an “undisciplined discipline,” as Vivian Sobchack termed it, media archaeology combines multiple ways of studying media history – most particularly through incorporating ‘early’ visual media, for instance 19th-century optical toys, in its investigations. Additionally, media archaeology itself benefits from and mobilizes earlier critical approaches, from discourse analysis to literary New Historicism, to early media theorists such as Walter Benjamin. Throughout this semester, we will both familiarize ourselves with these conceptual backgrounds of the field and study new approaches and developments in 21st-century media archaeology.

**Bemerkung**

AmerA/AAS1/AAS4  

**Literatur**

Will be announced on StudIP as the semester approaches.

**Postcolonial, (Trans)national, Global: Theoretical Debates**

Seminar, SWS: 2, Max. Teilnehmer: 35  
Mayer, Ruth

**Kommentar**

Mo wöchentl. 10:00 - 12:00 24.04.2017 - 15.07.2017  
The recent political developments in the United States call for some theoretical stocktaking. In this class we will revisit seminal discussions around cultural diversity and political power, and we will be concerned with the ways in which postcolonial
theoretical debate have impacted on U.S. discourses of nation formation and hegemony. In particular, we will discuss the fact that nationalism professes to be regionally and politically specific, but manifests itself similarly and simultaneously in many different regions all over the world: nationalism is a transnational phenomenon.

**Theorizing Adolescence in American Literature, TV, and Film, 1791-2005**

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

**Do wöchentl. 12:00 - 14:00 20.04.2017 - 15.07.2017**

Adolescence is popularly thought of today as a period of intense psychological and sexual development. Although adolescence has been a term in the English language since the early 15th century, psychologists and sociologists did not define it as a distinct period of human maturation until the early 1900s. In this course, we will examine four novels (Charlotte Temple, The Adventures of Huckleberry Finn, Julie of the Wolves, and The House on Mango Street), as well as a number of shorter texts, films, and television shows, such as Cooley High, Hard Candy, and Buffy the Vampire Slayer, that feature people we would identify today as adolescents. Through the use of these primary and selected secondary texts, we will examine the development of the American adolescent, both as a theoretical idea and as a complex stage of human maturation. Our primary lines of inquiry will be in examining the ways these texts represent the relationships between adolescence, innocence, sexuality, race, and labor throughout US history. Please ensure you can finish reading Huckleberry Finn by mid-semester.

**True Woman/New Women: Gender Negotiations in the 19th Century**

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

**Di wöchentl. 12:00 - 14:00 18.04.2017 - 15.07.2017**

In this course we will investigate the conceptualizations of gender in the United States of the 19th century. We will start by discussing exemplary texts charting the so-called 'cult of domesticity' and the model figure of the true woman. We will then look into the puzzling intersections of the cult of domesticity with seemingly much more progressive models of family life and womanhood – reflecting upon the fact that the transition between 'true woman' and 'new woman' is far from clear-cut and univocal. We will be concerned with literary texts, political manifestos, guidebooks and manuals, essays and speeches, and thus engage with a broad range of different texts sorts and genres.
Englisches Seminar

**BritA**

**LingA1**

Deutsch und Englisch im Vergleich und im Kontrast – English and German in Comparison and Contrast

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

Di wöchentl. 10:00 - 12:00 18.04.2017 - 15.07.2017 1502 - 003

Kommentar
This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order and word stress.

Relevant literature will be announced in due time.

Bemerkung
Teilnehmerzahl: 30.

**Structural Semantics vs. Cognitive Semantics**

Seminar, SWS: 2, Max. Teilnehmer: 35
Schulze, Rainer

Di wöchentl. 16:00 - 18:00 18.04.2017 - 15.07.2017 1502 - 703

Kommentar
This advanced seminar will offer a comprehensive overview of the two major strands of word-meaning research in English linguistics. We will chart the evolution of these two strands and will present their main ideas, their landmark publications, and the dominant figures in lexical semantics. The theoretical and methodological relationship between the two approaches to word meaning will be a major point of attention throughout the seminar.

In a nutshell, the theoretical frameworks that we will successively introduce and discuss include the following: structural semantics with lexical field theory, relational semantics, and componential analysis; cognitive semantics with prototypicality and salience, conceptual metaphor and metonymy (and blending), Idealized Cognitive Models and frames, and usage and change.

Bemerkung
Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF4 / Further Information – rainer.schulze@engsem.

Literatur
Recommended reading:
A reader will be made available at the beginning of the semester.

**LingA2**

Learner Corpus Research

Seminar, SWS: 2, Max. Teilnehmer: 35  
Altendorf, Ulrike

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Kommentar  This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of Learner Corpus Research (LCR) and the interaction between LCR, Second Language Acquisition and TEFL.

Bemerkung  LingA2, M8 (DEL)

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF2-LingF4 / Further Information – ulrike.altendorf@engsem ~

Literatur  Required Reading will be announced in class. Texts will be available on stud.ip.

**Sociolinguistic Typology**

Seminar, SWS: 2, Max. Teilnehmer: 35  
Altendorf, Ulrike

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Kommentar  This course will present Peter Trudgill's theory of dialect contact and his recently developed theory of sociolinguistic typology as well as explore a selection of case studies to which either or both theories can be applied.

Bemerkung  LingA2, M5

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – LingF1-LingF2-LingF4 / Further Information – ulrike.altendorf@engsem ~


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

SP1  
Vocabulary and Pronunciation Blockseminar

Seminar, Max. Teilnehmer: 20  
Foster, Darren Paul

Block 10:00 - 15:00  
Kommentar  Which words are useful for reporting academic research? Why do *pear* and *bear* rhyme, but not *dear*? What do *subconscious* and *submarine* have in common? What is the difference between *extent* and *extend*? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

Bemerkung  SP1

Registration – Stud.IP 01.03.2017-31.03.2017 / Size restriction: 20 / Prerequisites – none / Assessment Tasks – SL: regular homework tasks, test / Further Information – darren.foster@engsem.~
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<tr>
<th>SP2</th>
<th>Grammar (Group 1)</th>
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<td>Foster, Darren Paul</td>
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<td>Mo wöchentl. 08:00 - 10:00 24.04.2017 - 15.07.2017 1502 - 709</td>
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<td>Kommentar</td>
<td>This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach.</td>
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**Registration** – StudIP 01.03.2017-31.03.2017 / Size restriction: 25 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Further Information – anne.gans@engsem.~ or darren.foster@engsem.~

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<td>Mo wöchentl. 10:00 - 12:00 24.04.2017 - 15.07.2017 1502 - 615</td>
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**Registration** – StudIP 01.03.2017-31.03.2017 / Size restriction: 25 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Further Information – anne.gans@engsem.~ or darren.foster@engsem.~

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**Registration** – StudIP 01.03.2017-31.03.2017 / Size restriction: 25 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Further Information – anne.gans@engsem.~ or darren.foster@engsem.~

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**Registration** – StudIP 01.03.2017-31.03.2017 / Size: restriction: 25 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Further Information – anne.gans@engsem.~ or darren.foster@engsem.~
**Grammar (Group 5)**

Seminar, SWS: 2, Max. Teilnehmer: 25  
Foster, 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**  
SP2

*Registration* – StudIP 01.03.2017-31.03.2017 / *Size restriction*: 25 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: will be specified in class, PL: exam / *Further Information* – anne.gans@engsem.~ or darren.foster@engsem.~

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**Grammar (Group 6)**

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

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

**Bemerkung**  
SP2

*Registration* – StudIP 01.03.2017-31.03.2017 / *Size Restriction*: 25 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: will be specified in class, PL: exam / *Further Information* – anne.gans@engsem.~ or darren.foster@engsem.~

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**Grammar (Group 7)**

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

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

**Bemerkung**  
SP2

*Registration* – StudIP 01.03.2017-31.03.2017 / *Size Restriction*: 25 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: will be specified in class, PL: exam / *Further Information* – anne.gans@engsem.~ or darren.foster@engsem.~

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

**SP3**

**SP4**

**Advanced Composition (Group 3)**

Seminar, SWS: 2, Max. Teilnehmer: 20  
Foster, 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**  
SP2

*Registration* – StudIP 01.03.2017-31.03.2017 / *Size Restriction*: 25 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: will be specified in class, PL: exam / *Further Information* – anne.gans@engsem.~ or darren.foster@engsem.~
### Advanced Composition (Group 4)

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

**Foster, Darren Paul**

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

SP4

*Registration – StudIP 01.03.2017-31.03.2017 (by 31.01.2017 for Blockkurse) / Size restriction: 20 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Further Information – jill.schneller@engsem.~ or darren.foster@engsem.~*

### Advanced Composition (Group 5)

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

**Schneller, Jill**

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**Kommentar**

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**Bemerkung**

SP4

*Registration – StudIP 01.03.2017-31.03.2017 / Size restriction: 20 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Further Information – jill.schneller@engsem.~*

Please note that students who take this course will be required to take a mock exam on Saturday, 24 June 2017, 9:00-13:00. The final exam will take place on Saturday, 1 July 2017, 9:00-13:00.

### Advanced Composition (Group 6)

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

**Foster, Darren Paul**

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

SP4

*Registration – StudIP 01.03.2017-31.03.2017 / Size restriction: 20 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Further Information – jill.schneller@engsem.~*
**Advanced Composition (Group 7)**

Seminar, SWS: 2, Max. Teilnehmer: 20
Schneller, Jill

<table>
<thead>
<tr>
<th>Mi</th>
<th>wöchentl.</th>
<th>10:00 - 12:00</th>
<th>19.04.2017 - 28.06.2017</th>
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<tr>
<td>Sa</td>
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<td>24.06.2017 - 24.06.2017</td>
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<tr>
<td>Sa</td>
<td>Einzel</td>
<td>09:00 - 13:00</td>
<td>01.07.2017 - 01.07.2017</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: SP4

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

**DidF1**

**Introduction to English Language Teaching**

Seminar, SWS: 2, Max. Teilnehmer: 30
Fuchs, Stefanie

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<th>1502 - 615</th>
</tr>
</thead>
</table>

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: DidF1

Literatur: Recommended literature:

Additional texts will be posted on StudIP

**DidF2**

**Heterogeneity and Inclusion in the EFL classroom**

Sommer 2017
Method Guide to Teaching Communicative Skills within Heterogeneous Learner Groups

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

Fr Einzel 15:00 - 18:00 28.04.2017 - 28.04.2017 1502 - 615
Sa Einzel 10:00 - 15:00 29.04.2017 - 29.04.2017 1502 - 615
Fr Einzel 15:00 - 18:00 19.05.2017 - 19.05.2017 1502 - 615
Sa Einzel 10:00 - 15:00 20.05.2017 - 20.05.2017 1502 - 615
Fr Einzel 15:00 - 18:00 16.06.2017 - 16.06.2017 1502 - 615
Sa Einzel 10:00 - 15:00 17.06.2017 - 17.06.2017 1502 - 615
Mo Einzel 14:00 - 19:00 10.07.2017 - 10.07.2017 1502 - 709

Kommentar
Heterogeneity within learner groups, inclusion, individualization and internal differentiation are catchwords within the current educational policy discourse. This seminar aims at revisiting general principles when teaching communicative skills, such as receptive (listening, viewing and reading comprehension) and productive (speaking and writing) skills, including mediation and commutative grammar instruction within the English classroom. In doing so, we will build upon learned theories from the course Introduction to English Language Teaching (DidF1) and focus on practice-oriented principles of teaching English as a foreign language in the light of heterogeneous learner groups. We will develop general teaching principles of internal differentiation and how to use these effectively. Since this seminar is a block seminar, you are required to attend all (!) sessions, to thoroughly prepare each session in terms of reading assignments and task completion as well as presentations.

Bemerkung
Registration – StudIP 1.3.-30.3.2017 / Size restriction – 25 / Prerequisites – DidF1 / Further Information – alexander.woltin@engsem.

Literatur

Teaching Gender in the EFL Classroom

Seminar, SWS: 2, Max. Teilnehmer: 30
Fuchs, Stefanie

Mo wöchentl. 14:00 - 16:00 24.04.2017 - 12.07.2017 1502 - 615

Kommentar
Until today, institutionalized foreign language teaching and learning has marginalized gender relations. As a topical area, Gender Studies plays hardly any role in the EFL classroom. Especially the results of international and national educational research show that gender differences between girls and boys are of great interest again. According to various studies girls are not only more motivated but also more likely to learn a (foreign) language more easily. (Schmenk 2002, Fuchs 2013, 2014).
This seminar gives an introduction into the complexity of gender relations in the context of language teaching theory and practice. We will consider historical, psychological and linguistic aspects as we discuss (not only binary) gender differences in the foreign language classroom. Hereby we mainly focus on the influence teaching and learning materials.

**Bemerkung**

*Registration – StudIP 1.3.-30.3.2017 / Size restriction – 30 / Prerequisites – DidF / Further Information – stefanie.fuchs@engsem.~*

**Literatur**


*See course page on StudIP.*

### Teaching Vocabulary & Grammar

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

**Fuchs, Stefanie**

**Di** wöchentlich 10:00 - 12:00 18.04.2017 - 15.07.2017 1502 - 615

**Kommentar**

Grammatical competence and word knowledge lead to communicative competence. However, there are divergent opinions on how and when to teach grammar and vocabulary in the foreign language classroom. On the one hand, grammar is simply necessary in language learning and teaching. On the other hand, learners will acquire grammatical structures on their own and it is questionable which structures should be taught at all. In this seminar we will discuss the necessity of explicit grammar teaching as we take a look at the theoretical background, examine various methods, instructions and activities for teaching grammar and vocabulary in the classroom. We also develop our own teaching materials and learning tasks based on video material / observations of EFL classrooms at school.

**Bemerkung**

*Registration – StudIP 1.3.-30.3.2017 / Size restriction – 30 / Prerequisites – DidF1 / Further Information – stefanie.fuchs@engsem.~*

**Literatur**


Englisches Seminar


See course page on StudIP.

Advanced Methodology (DidA/DidPA)
Planung und Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 25
Bierwirth, Annika

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<td>1502 - 703</td>
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Kommentar: Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden.

Bemerkung:
Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch.


Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Bierung

DidA / DidPA

Registration – StudIP 1.3.-30.3.2017 / Size restriction – 25 / Prerequisites – DidF / Further Information – annika.bierwirth@engsem.~

Literatur

Der Kauf dieses Grundlagenwerks wird empfohlen.

DidA
Fachpraktikum Englisch: KGS Ronnenberg (unbetreut)

Fachpraktikum, Max. Teilnehmer: 4
Fuchs, Stefanie

<table>
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Kommentar: In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst.

Ergänzend werden von uns z. T. begleitende Blockpraktika angeboten:

Das Blockpraktikum findet zu Beginn des Schuljahres 2017/18 statt.

Die Teilnahme ist auf 4 Plätze limitiert, die bei Frau Dr. Fuchs in der Reihenfolge der Anmeldung über Stud.IP vergeben werden.

Bemerkung

Registration – StudIP 1.3.-30.3.2017 / Size restriction – 4 / Prerequisites – DidPA / Further Information – stefanie.fuchs@engsem.~

DidFP

Literatur
Required Reading:
Course page on StudIP.

Fachpraktikum Englisch: KGS Sehnde (unbetreut)

Fachpraktikum, SWS: 2, Max. Teilnehmer: 5
Bierwirth, Annika

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Das Blockpraktikum findet zu Beginn des Schuljahres 2017/18 statt. Termine werden rechtzeitig bekannt gegeben.

Die Teilnahme ist auf 5 Plätze limitiert, die in der Reihenfolge der Anmeldung über Stud.IP vergeben werden.

Bemerkung

Registration – StudIP 1.3.-30.3.2017 / Size restriction – 5 / Prerequisites – DidPA / Further Information – annika.bierwirth@engsem.~

Literatur


Fachpraktikum Englisch: Leonore-Goldschmidt-Schule (IGS Mühlenberg)

Fachpraktikum, SWS: 2, Max. Teilnehmer: 3
Fuchs, Stefanie

Mo
Kommentar

In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst.

Ergänzend werden von uns z. T. begleitende Blockpraktika angeboten.

Ein begleitetes Blockpraktikum findet zu Beginn des Schulhalbjahres 2017/18 in Hannover statt.

Zu der 5-wöchigen Zeit (inklusive Hospitation) an der Schule gibt es ein Vor- und ein Nachbereitungsseminar (jeweils 2 SWS).

Die Teilnahme ist auf 3 Plätze limitiert, die bei Frau Dr. Fuchs in der Reihenfolge der Anmeldung über Stud.IP vergeben werden.

Bemerkung

Registration – StudIP 1.3.-30.3.2017 / Size restriction – 4 – Prerequisites – DidPA / Further Information – stefanie.fuchs@engsem.~

DidFP

Literatur


Language Awareness Matters: Along the Way to a Language Sensitive School

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

Di wöchentl. 12:00 - 14:00
Kommentar

The new Lower Saxony “Kerncurriculum” for the EFL classroom (discussion version of 2016) more than earlier versions puts a strong focus on teaching facets of language awareness (Sprachbewusstheit) and language learning competence (Sprachlernkompetenz). Language awareness, on the one hand, can be understood as explicit knowledge about language(s), and conscious perception and sensitivity in language learning and use (e.g. recognize, name and analyze communication problems and find possible ‘repair strategies’; recognize, describe and evaluate language manipulation strategies (critical language awareness). On the other hand, language learning competence comprises the willingness and ability to analyze and critically reflect one’s own language learning and use. Learners should be able to make use of a repertoire of strategies (e.g. cognitive & metacognitive learning or social & emotional strategies). We will discuss selected topics and subsequently promote creative ways of dealing with them in a task based and learner- and activity based way.

Bemerkung

Registration – StudIP 1.3.-30.3.2017 / Size restriction – 40 / Prerequisites – DidF / Further Information – gabriele.blell@engsem.~
**Teaching English with (New) Media**

Seminar, SWS: 2, Max. Teilnehmer: 25  
Fuchs, Stefanie

**Mo wöchentl. 16:00 - 18:00 24.04.2017 - 15.07.2017 1502 - 615**

**Kommentar**

Media play a major role in the EFL classroom, as they not only improve learners’ motivation and autonomy, but also help them to acquire language skills and competence. This course will introduce and discuss different media and explore how these can be used effectively in the EFL classroom. Participants will be asked to work on projects in groups or individually.

After exploring the theoretical aspects (e.g. the pros and cons about different media, the integration of online-media) as well as reflecting on own media use and competence, the aim is to create units / lesson plans / tasks / materials for the future target student population(s).

**Bemerkung**

Registration – StudIP 01.03.-30.03.2017 / Size restriction - 20 / Prerequisites – DidF / Further Information – stefanie.fuchs@engsem.

**Literatur**


See course page on StudIP.

**Teaching Intercultural Communicative Competence**

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

**Mi Einzel 16:00 - 18:00 24.04.2017 - 26.04.2017 1502 - 615**

**Mi Einzel 16:00 - 18:00 03.05.2017 - 03.05.2017 1502 - 615**

**Sa Einzel 10:00 - 16:00 13.05.2017 - 17.06.2017 1502 - 609**

**Sa Einzel 10:00 - 16:00 24.06.2017 - 24.06.2017 1502 - 609**

**Kommentar**

Intercultural Communicative Competence is the main aim of foreign language teaching as one can read in recent guidelines, e.g. the Kerncurricula in Lower Saxony. In the English Language Classroom at school we practically aim at teaching our students various aspects. It is nevertheless extremely difficult to measure pupils' competence about their own culture and the target culture.

In this seminar, we will therefore deal with intercultural communicative competence as far as theoretic concepts and practical approaches are concerned. We will focus on different definitions and models as well as the difficulty of assessing intercultural communicative competence. We will also look at different practical examples (from the classroom, from field trips like a COMENIUS-Project or a student exchange) and analyse their potential for developing intercultural communicative competence. Participants will have to design material for teaching.

**Bemerkung**

Registration – StudIP 1.3.-30.3.2017 / Size restriction – 30 / Prerequisites – DidF / Further Information – gabriela.fellmann@engsem.

Das Seminar beginnt an den Samstagen s. t., d. h. pünktlich um 10:00 Uhr!
Englisches Seminar

Literatur


Teaching Literature: Many Voices - Many Cultures

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

Do wöchentl. 10:00 - 12:00 20.04.2017 - 12.07.2017 1502 - 615

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: “The 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

Registration – StudIP 1.3.-30.3.2017 / Size restriction – 40 / Prerequisites – DidF / Further Information – Gabriele.blell@engsem.uni-hannover.de

DidA

Literatur

See course page on StudIP.

DidPA

Fachpraktikum Englisch: KGS Ronnenberg (unbetreut)

Fachpraktikum, Max. Teilnehmer: 4
Fuchs, Stefanie


Kommentar

In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst.

Ergänzend werden von uns z. T. begleitende Blockpraktika angeboten:

Das Blockpraktikum findet zu Beginn des Schuljahres 2017/18 statt.

Die Teilnahme ist auf 4 Plätze limitiert, die bei Frau Dr. Fuchs in der Reihenfolge der Anmeldung über Stud.IP vergeben werden.

Bemerkung

Registration – StudIP 1.3.-30.3.2017 / Size restriction – 4 / Prerequisites – DidPA / Further Information – stefanie.fuchs@engsem.de

DidFP

Literatur

Required Reading:

Course page on StudIP.

Fachpraktikum Englisch: KGS Sehnde (unbetreut)

Sommer 2017

129
Englisches Seminar

Bierwirth, Annika

Kommentar
In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst. Ergänzend werden von uns Blockpraktika angeboten.

Das Blockpraktikum findet zu Beginn des Schuljahres 2017/18 statt. Termine werden rechtzeitig bekannt gegeben.

Die Teilnahme ist auf 5 Plätze limitiert, die in der Reihenfolge der Anmeldung über Stud.IP vergeben werden.

Bemerkung
Registration – StudIP 1.3. – 30.3.2017 / Size restriction – 5 / Prerequisites – DidPA / Further Information – annika.bierwirth@engsem.

Literatur


Fachpraktikum Englisch: Leonore-Goldschmidt-Schule (IGS Mühlenberg)

Fuchs, Stefanie

Kommentar
In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst.

Ergänzend werden von uns z. T. begleitende Blockpraktika angeboten.

Ein begleitetes Blockpraktikum findet zu Beginn des Schulhalbjahres 2017/18 in Hannover statt.

Zu der 5-wöchigen Zeit (inklusive Hospitation) an der Schule gibt es ein Vor- und ein Nachbereitungsseminar (jeweils 2 SWS).

Die Teilnahme ist auf 3 Plätze limitiert, die bei Frau Dr. Fuchs in der Reihenfolge der Anmeldung über Stud.IP vergeben werden.

Bemerkung
Registration – StudIP 1.3.-30.3.2017 / Size restriction – 4 – Prerequisites – DidPA / Further Information – stefanie.fuchs@engsem.

DidFP

Literatur


Planung und Analyse von Englischunterricht

Blell, Gabriele

Do wöchentl. 08:00 - 10:00 20.04.2017 - 15.07.2017
Kommentar
Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch.


Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Sommer 2017
Englisches Seminar

Geplant sind außerdem Unterrichtsversuche in der IGS Mühlenberg.

Registration – StudIP 01.03.-30.03.2017 / Size restriction – 25 / Prerequisites – DidF / Further Information – gabriele.blell@engsem.

DidPA

Literatur


Teaching English with (New) Media

Seminar, SWS: 2, Max. Teilnehmer: 25
Fuchs, Stefanie

Mo wöchentl. 16:00 - 18:00 24.04.2017 - 15.07.2017 1502 - 615

Kommentar

Media play a major role in the EFL classroom, as they not only improve learners’ motivation and autonomy, but also help them to acquire language skills and competence. This course will introduce and discuss different media and explore how these can be used effectively in the EFL classroom. Participants will be asked to work on projects in groups or individually.

After exploring the theoretical aspects (e.g. the pros and cons about different media, the integration of online-media) as well as reflecting on own media use and competence, the aim is to create units / lesson plans / tasks / materials for the future target student population(s).

Bemerkung

Registration – StudIP 01.03.-30.03.2017 / Size restriction - 20 / Prerequisites – DidF / Further Information – stefanie.fuchs@engsem.

DidA

Literatur


See course page on StudIP.

Masterstudiengang Advanced Anglophone Studies

(Please watch Sie die neuen Prüfungsordnungen zum WiSe 2016/17!)

Theory and Method (AAS1)
**Media Theory, Media Archaeology**

Seminar, SWS: 2, Max. Teilnehmer: 35
Brasch, Ilka

Mi wöchentl. 10:00 - 12:00 19.04.2017 - 15.07.2017 1502 - 609

Kommentar

In the past decades, media archaeology has become somewhat of a buzz word in media theory. Itself an “undisciplined discipline,” as Vivian Sobchack termed it, media archaeology combines multiple ways of studying media history – most particularly through incorporating ‘early’ visual media, for instance 19th-century optical toys, in its investigations. Additionally, media archaeology itself benefits from and mobilizes earlier critical approaches, from discourse analysis to literary New Historicism, to early media theorists such as Walter Benjamin. Throughout this semester, we will both familiarize
ourselves with these conceptual backgrounds of the field and study new approaches and
developments in 21st-century media archaeology.

**Bemerkung**

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – Foundations
Literature and Culture, Intermediate Literature and Culture / Further Information –
ilka.brasch@engsem.~

Literatur

Will be announced on StudIP as the semester approaches.

**Postcolonial, (Trans)national, Global: Theoretical Debates**

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 24.04.2017 - 15.07.2017 1502 - 609

Kommentar

The recent political developments in the United States call for some theoretical
stocktaking. In this class we will revisit seminal discussions around cultural diversity
and political power, and we will be concerned with the ways in which postcolonial
theoretical debate have impacted on U.S. discourses of nation formation and hegemony.
In particular, we will discuss the fact that nationalism professes to be regionally
and politically specific, but manifests itself similarly and simultaneously in many different
regions all over the world: nationalism is a transnational phenomenon.

**Bemerkung**

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – Foundations
Literature and Culture, Intermediate Literature and Culture / Further Information –
ruth.mayer@engsem.~

Literatur

A reader will be announced on StudIP as the semester approaches.

**Epochs and Phenomena in Anglophone Literatures and Cultures (AAS2)**

**Lower - Middle - Upper: Identifying and Discussing Class**

Seminar, SWS: 2
Grünkemeier, Ellen

Di wöchentl. 10:00 - 12:00 18.04.2017 - 15.07.2017 1502 - 703

Kommentar

Class is a central category for understanding and discussing British society, culture and
literature. At a basic level, class implies a social hierarchy that can be analysed with
the categories of education, occupation, money, leisure activities, housing, clothing,
language, etc. Yet, how exactly can they help us recognize and define a literary
character’s social status or the social setting of a text as a whole?

This seminar will draw on material from the 19th and early 20th centuries because the
modern terminology of upper, middle and lower classes has been developed along
the Industrial Revolution and its crucial re-structuring of society. In order to familiarise
students with the intricate term and concept of class, we will read non-fictional and
fictional texts to bring to light the inscribed class-based power relations, which may not
be immediately apparent – at least to uninitiated readers today. Using various context-
oriented theoretical approaches, we will then assess in what ways our knowledge about
historically changing class relations can be made productive for interpreting literary texts.

Beginning with Dorothy L. Sayers’s crime novel Whose Body? (1923), we will address
class as a central means of characterising the detective and protagonist Lord Peter
Wimsey. We will also read the novel’s representation of crime as a threat to the social
order and the norms and values of (upper) middle-class society. Moving into the 19th
century, we will study Ford Madox Brown’s painting “Work” (1850/60s) which represents
classes through their specific kinds of ‘work’ as well as Gustave Doré’s drawing “Over the
City by the Railway” (1872) which foregrounds class by means of ‘back-to-back’ houses.
The construction of class and space will also be central to our discussion of excerpts
from Charles Dickens’s novel Hard Times (1854) and Friedrich Engels’s non-fictional
account The Condition of the Working Class in England (1845), both of which represent
Englisches Seminar

the neighbourhoods, streets and dwellings of the working classes in the industrial centres of Northern England.

Bemerkung
Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – BritF2, BritF3 for FüBA students, none for others / Further Information – ellen.gruenkemeier@engsem.

Literatur
Please bring your own copy of Dorothy L. Sayers’ Whose Body? (any edition will do). Please read this crime novel before the course begins.

The other materials will be provided on StudIP and in a reader available from Copyshop Stork (Körnerstraße 3) from 10 April 2017. Please note that the 9th edition of the Norton Anthology of English Literature (2012) contains the excerpts from Dickens’s and Engels’s texts as well as Brown’s painting and Doré’s drawing.

Reading 18th Century British Classics

- Bitte Veranstaltungsart auswählen -, SWS: 2
Gohrisch, Jana

Mi wöchentl. 10:00 - 12:00 19.04.2017 - 15.07.2017 1502 - 703

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 begin with 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 will be followed by John Gay’s The Beggar’s Opera (1728), which parodies not only the heroic and the sentimental comedy but also capitalist market economy. After Gay, we will study William Hogarth’s series of satirical paintings Marriage à la Mode (1742/43), and Thomas Gray’s “Elegy Written in a Country Churchyard” (1751), a melancholy poem on 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
Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.

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)

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.

The Anglophone ‘Bildungsroman’

Seminar, SWS: 2
Pardey, Hannah

Do wöchentl. 10:00 - 12:00 20.04.2017 - 15.07.2017 1502 - 609

Kommentar
This course will familiarise students with a flourishing phenomenon in anglophone literary studies: the Bildungsroman. Following a brief introduction into questions of genre and narratological terminology, we shall explore the genre’s development over the last two
centuries. Starting with Charles Dickens’s classic David Copperfield (1849/50), we will investigate the genre’s hegemonic form with its white, middle-class, and typically male protagonist. After that, we shall examine how feminist and postcolonial appropriations seize the concept for their own political agendas. George Eliot’s The Mill on the Floss (1860) reframes the genre pattern to voice feminist demands. Tsitsi Dangarembga’s Nervous Conditions (1988), on the other hand, tests the genre’s applicability to narrate the politics of decolonisation and women’s rights in 1960s Rhodesia.

Bemerkung
Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – BritF2, BritF3 for FüBA students, none for others / Further Information – hannah.pardey@engsem.~

Literatur
Required Reading:

True Woman/New Women: Gender Negotiations in the 19th Century

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Di wöchentl. 12:00 - 14:00 18.04.2017 - 15.07.2017 1502 - 609
Kommentar
In this course we will investigate the conceptualizations of gender in the United States of the 19th century. We will start by discussing exemplary texts charting the so-called ‘cult of domesticity’ and the model figure of the true woman. We will then look into the puzzling intersections of the cult of domesticity with seemingly much more progressive models of family life and womanhood – reflecting upon the fact that the transition between ‘true woman’ and ‘new woman’ is far from clear-cut and univocal. We will be concerned with literary texts, political manifestos, guidebooks and manuals, essays and speeches, and thus engage with a broad range of different texts sorts and genres.

Bemerkung
AmerA/AAS2/AAS3

Literatur
A reader with course material will be made available on StudIP.
Englisches Seminar

Bemerkung
AmerA/AAS3

Literatur
Literatur – A list of readings will be announced in class.

Lower - Middle - Upper: Identifying and Discussing Class

Seminar, SWS: 2
Grünkemeier, Ellen

Di wöchentl. 10:00 - 12:00 18.04.2017 - 15.07.2017 1502 - 703
Kommentar
Class is a central category for understanding and discussing British society, culture and literature. At a basic level, class implies a social hierarchy that can be analysed with the categories of education, occupation, money, leisure activities, housing, clothing, language, etc. Yet, how exactly can they help us recognize and define a literary character’s social status or the social setting of a text as a whole?

This seminar will draw on material from the 19th and early 20th centuries because the modern terminology of upper, middle and lower classes has been developed along the Industrial Revolution and its crucial re-structuring of society. In order to familiarise students with the intricate term and concept of class, we will read non-fictional and fictional texts to bring to light the inscribed class-based power relations, which may not be immediately apparent – at least to uninitiated readers today. Using various context-oriented theoretical approaches, we will then assess in what ways our knowledge about historically changing class relations can be made productive for interpreting literary texts.

Beginning with Dorothy L. Sayers’s crime novel Whose Body? (1923), we will address class as a central means of characterising the detective and protagonist Lord Peter Wimsey. We will also read the novel’s representation of crime as a threat to the social order and the norms and values of (upper) middle-class society. Moving into the 19th century, we will study Ford Madox Brown’s painting “Work” (1850/60s) which represents classes through their specific kinds of ‘work’ as well as Gustave Doré’s drawing “Over the City by the Railway” (1872) which foregrounds class by means of ‘back-to-back’ houses. The construction of class and space will also be central to our discussion of excerpts from Charles Dickens’s novel Hard Times (1854) and Friedrich Engels’s non-fictional account The Condition of the Working Class in England (1845), both of which represent the neighbourhoods, streets and dwellings of the working classes in the industrial centres of Northern England.

Bemerkung
Registration – Stud.IP 1.3.-30.3.2017 / Prerequisites – BritF2, BritF3 for FüBA students, none for others / Further Information – ellen.gruenkemeier@engsem.

Literatur
Please bring your own copy of Dorothy L. Sayers’ Whose Body? (any edition will do). Please read this crime novel before the course begins.

The other materials will be provided on StudIP and in a reader available from Copyshop Stork (Körnerstraße 3) from 10 April 2017. Please note that the 9th edition of the Norton Anthology of English Literature (2012) contains the excerpts from Dickens’s and Engels’s texts as well as Brown’s painting and Doré’s drawing.

Reading 18th Century British Classics

- Bitte Veranstaltungsort auswählen -, SWS: 2
Goehrisch, Jana

Mi wöchentl. 10:00 - 12:00 19.04.2017 - 15.07.2017 1502 - 703
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 begin with Daniel Defoe’s Robinson Crusoe (1719). This first modern novel in English relies on
Englisches Seminar

various modes and genres to produce the founding myth of the self-sufficient, male, bourgeois individual. Defoe will be followed by John Gay’s The Beggar’s Opera (1728), which parodies not only the heroic and the sentimental comedy but also capitalist market economy. After Gay, we will study William Hogarth’s series of satirical paintings Marriage à la Mode (1742/43), and Thomas Gray’s “Elegy Written in a Country Churchyard” (1751), a melancholy poem on 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

Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.

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)


**The Anglophone ‘Bildungsroman’**

Seminar, SWS: 2
Pardey, Hannah

Do wöchentlich 10:00 - 12:00 20.04.2017 - 15.07.2017 1502 - 609

Kommentar

This course will familiarise students with a flourishing phenomenon in anglophone literary studies: the Bildungsroman. Following a brief introduction into questions of genre and narratological terminology, we shall explore the genre’s development over the last two centuries. Starting with Charles Dickens’s classic David Copperfield (1849/50), we will investigate the genre’s hegemonic form with its white, middle-class, and typically male protagonist. After that, we shall examine how feminist and postcolonial appropriations seize the concept for their own political agendas. George Eliot’s The Mill on the Floss (1860) reframes the genre pattern to voice feminist demands. Tsitsi Dangarembga’s Nervous Conditions (1988), on the other hand, tests the genre’s applicability to narrate the politics of decolonisation and women’s rights in 1960s Rhodesia.

Bemerkung

Registration – Stud.IP 1.3.-30.3.2017/ Prerequisites – BritF2, BritF3 for FüBA students, none for others/ Further Information – hannah.pardey@engsem.

Literatur

Required Reading:


**True Woman/New Women: Gender Negotiations in the 19th Century**

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Di wöchentlich 12:00 - 14:00 18.04.2017 - 15.07.2017 1502 - 609

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In this course we will investigate the conceptualizations of gender in the United States of the 19th century. We will start by discussing exemplary texts charting the so-called ‘cult of domesticity’ and the model figure of the true woman. We will then look into the puzzling intersections of the cult of domesticity with seemingly much more progressive models of family life and womanhood – reflecting upon the fact that the transition between ‘true woman’ and ‘new woman’ is far from clear-cut and univocal. We will be concerned with literary texts, political manifestos, guidebooks and manuals, essays and speeches, and thus engage with a broad range of different texts sorts and genres.

A reader with course material will be made available on StudIP.

In the past decades, media archaeology has become somewhat of a buzz word in media theory. Itself an “undisciplined discipline,” as Vivian Sobchack termed it, media archaeology combines multiple ways of studying media history – most particularly through incorporating ‘early’ visual media, for instance 19th-century optical toys, in its investigations. Additionally, media archaeology itself benefits from and mobilizes earlier critical approaches, from discourse analysis to literary New Historicism, to early media theorists such as Walter Benjamin. Throughout this semester, we will both familiarize ourselves with these conceptual backgrounds of the field and study new approaches and developments in 21st-century media archaeology.

Adolescence is popularly thought of today as a period of intense psychological and sexual development. Although adolescence has been a term in the English language since the early 15th century, psychologists and sociologists did not define it as a distinct period of human maturation until the early 1900s. In this course, we will examine four novels (Charlotte Temple, The Adventures of Huckleberry Finn, Julie of the Wolves, and The House on Mango Street), as well as a number of shorter texts, films, and television shows, such as Cooley High, Hard Candy, and Buffy the Vampire Slayer, that feature people we would identify today as adolescents. Through the use of these primary and selected secondary texts, we will examine the development of the American adolescent, both as a theoretical idea and as a complex stage of human maturation. Our primary lines of inquiry will be in examining the ways these texts represent the relationships between adolescence, innocence, sexuality, race, and labor throughout US history. Please ensure you can finish reading Huckleberry Finn by mid-semester.
**New English Literatures and Cultures (AAS5)**

**South Africa: History, Culture, Literature**

**Seminar, SWS: 2**

Gohrisch, Jana

| Di wöchentl. | 16:00 - 18:00 | 18.04.2017 - 15.07.2017 | 1502 - 613 |

**Kommentar**

In this seminar we will read historiographic and fictional texts about South Africa before and after the transition from the white minority rule of apartheid to a democratic society in the early 1990s. We will begin with the controversial post-apartheid novel Disgrace (1999) by J. M. Coetzee, who won the Nobel Prize for Literature in 2003. While the novel received the most prestigious British literary prize, the Booker, in 1999 and was adapted for the screen in 2009, it was severely criticized by the South African ANC government for its "subliminal racism". After Disgrace, we will look at Phaswane Mpe’s equally short and equally disturbing novel Welcome to Our Hillbrow (2001) about inner-city violence and HIV/AIDS. To conclude we will read Kopano Matlwa's prize-winning novel Coconut (2007), which contrasts the adolescence of two black girls in Johannesburg in the early 2000s. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race and class as well as on the narrative strategies and tropes employed by the texts (practicing the analytical terms from the 'Introduction to Literary Studies').

**Bemerkung**

Registration - Stud.IP 1.3.-30.3.2017 / Prerequisites - BritF2, BritF3 for FüBA students, none for others / Further information - jana.gohrisch@engsem.~

**Literatur**

Required Reading:

- Clark, N. and W. H. Worger. South Africa. The Rise and Fall of Apartheid (2011)
- Coetzee, J. M. Disgrace (1999)
- Mpe, Phaswane. Welcome to our Hillbrow (2001)

The historiographic text by Clark and Worger will be provided on StudIP or in a reader. Please buy and bring your own copies of the novels by Coetzee, Matlwa and Mpe and read possibly all three of them before the course begins.

**The Anglophone 'Bildungsroman'**

**Seminar, SWS: 2**

Pardey, Hannah

| Do wöchentl. | 10:00 - 12:00 | 20.04.2017 - 15.07.2017 | 1502 - 609 |

**Kommentar**

This course will familiarise students with a flourishing phenomenon in anglophone literary studies: the Bildungsroman. Following a brief introduction into questions of genre and narratological terminology, we shall explore the genre’s development over the last two centuries. Starting with Charles Dickens’s classic David Copperfield (1849/50), we will investigate the genre’s hegemonic form with its white, middle-class, and typically male protagonist. After that, we shall examine how feminist and postcolonial appropriations seize the concept for their own political agendas. George Eliot’s The Mill on the Floss (1860) reframes the genre pattern to voice feminist demands. Tsitsi Dangarembga’s Nervous Conditions (1988), on the other hand, tests the genre’s applicability to narrate the politics of decolonisation and women’s rights in 1960s Rhodesia.
**Englisches Seminar**

**Bemerkung**

Registration – Stud.IP 1.3.-30.3.2017/ Prerequisites – BritF2, BritF3 for FüBA students, none for others/ Further Information – hannah.pardey@engsem.

BritA / AAS2, AAS3, AAS5 / Atlantic Studies: WP Globalisierung und transkulturelle Räume

**Literatur**

Required Reading:


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**Independent Studies (AAS6)**

**Film Blog: Writing About Post-Cinema**

Seminar, SWS: 2, Max. Teilnehmer: 35
Zapadenska, Alessja

**Do wöchentl.** 16:00 - 18:00 20.04.2017 - 15.07.2017 1502 - 609

**Kommentar**

Post-what? Post-when? In this seminar, we will try to come to terms with twenty-first century motion pictures by reading through a variety of film blogs and building an own blog in order to explain the cinema's transformation in the digital age. In an attempt to reidentify itself, cinema finds new media and new environments. So does the writing about cinema. By viewing recent and contemporary films, we will consider the impact of digital technologies on film, think about the cultural context and aesthetic practices of contemporary cinema, and engage more directly with the post-cinematic forms. Has cinema come to its end or has it been evolving new forms in the past decade? By exploring the social and cultural significance of blogging, we will seek to understand how our viewing and writing experience changed in an attempt to respond to the post-cinematic era.

**Bemerkung**

AAS6

Registration – Stud.IP 1.3.-30.3.2017 / Size restriction: 35 / Prerequisites – / Further Information – olesya.zapadenska@engsem.

**Literatur**


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**Independent Studies: Organising Academic Exchange**

Seminar, SWS: 2
Gohrisch, Jana

**Di wöchentl.** 14:00 - 16:00 18.04.2017 - 15.07.2017 1502 - 613

**Kommentar**

In this course, the students enrolled in the master programm, will practice how to plan and organize guest lectures with guests from well-known British universities to take place in the English and Spanish Studies Departments during the summer term 2017. Using various media and sources, we will research material about the two scholars, their respective academic fields and publications, prepare a dossier and compile the introductions to the presentations they will give in seminars and lectures at Hannover University.

On the first meeting (April 18, 2017) we will discuss the tasks, develop the agenda of the course and specify the individual assignments for the participants in the course (assessed course work – pass and fail only).

**Bemerkung**

Registration – Stud.IP 1.3.-30.3.2017 / Further Information – jana.gohrisch@engsem.

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**MA-Thesis**

**Doktorandenkolloquium**

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<tr>
<th>Kolloquium, SWS: 2</th>
<th>Rohloff, Heide</th>
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<tr>
<td><strong>Fr dreiwöch.</strong> 15:30 - 17:30</td>
<td><strong>Kommentar</strong> Das Kolloquium soll den Doktorandinnen und Doktoranden die Gelegenheit bieten, über den Stand ihres Forschungsprojekts zu berichten, etwaige Anpassungen ihres Konzepts vorzustellen und inhaltliche und methodologische Probleme zur Sprache zu bringen. <strong>Bemerkung</strong> Diese Veranstaltung findet terminlich nach Absprache im Dienstzimmer [1502.737] statt!</td>
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<th>Kolloquium &quot;British and Postcolonial Studies&quot;</th>
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<th>Professional Skills (AAS8)</th>
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<td><strong>Seminar, SWS: 2</strong> Meyer-Kovac, Jens</td>
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Englisches Seminar

**Bemerkung**

Teilnehmerzahl: 30.

**Praxisseminar KULTURVERANSTALTUNGEN**

Seminar, SWS: 2
Meyer-Kovac, Jens | Milsch, Charlotte

Mi wöchentl. 14:00 - 16:00 12.04.2017 - 15.07.2017 1502 - 703

**Kommentar**


**Bemerkung**

Teilnehmerzahl: 30.

**Electives (AAS9)**

Bzgl. eines passenden Lehrangebots wenden sich Studierende bitte an die Studiengangsverantwortliche Frau Prof. Dr. Ruth Mayer.

**Literarisches Kolloquium: NACH DRUCK, VOR DRUCK, UNTER DRUCK**

Seminar, SWS: 2
Meyer-Kovac, Jens | Milsch, Charlotte

Mi wöchentl. 16:00 - 18:00 12.04.2017 - 15.07.2017 1502 - 116

**Kommentar**


**Bemerkung**

Teilnehmerzahl: 30.

**Praxisseminar KULTURVERANSTALTUNGEN**

Seminar, SWS: 2
Meyer-Kovac, Jens | Milsch, Charlotte

Mi wöchentl. 14:00 - 16:00 12.04.2017 - 15.07.2017 1502 - 703

**Kommentar**

Der Literarische Salon ist eine Einrichtung der Leibniz Universität Hannover; seine wöchentlich stattfindenden Lesungen und Gesprächsveranstaltungen zu Themen aus Literatur, Kultur, Wissenschaft und Gesellschaft wenden sich an ein kulturinteressiertes Publikum aus Hannover und der Region. Für die Seminarteilnehmer*innen dient der Literarische Salon als Praxisfeld, in dem zentrale Aspekte der Literaturvermittlung und des Kulturmanagements beispielhaft vermittelt werden und wo gleichzeitig Einblicke}

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in den aktuellen Kulturbetrieb genommen werden können. Schriftliche Aufgaben (Einladungsschreiben, Presse- oder Programmtexte etc.) und praktische Übungen (Moderation, Präsentation) werden ergänzt durch Besuche von Salon-Veranstaltungen des laufenden Semesters. Am Ende soll aus dem Seminar eine gemeinsam erarbeitete Veranstaltung hervorgehen, welche die Seminarteilnehmer*innen selbstständig planen und die sie im Programm des Literarischen Salons praktisch umsetzen können.

Bemerkung

Teilnehmerzahl: 30.

Research and Internship (AAS10)

Masterstudiengang Deutsche und Englische Linguistik /German and English Linguistics (ehemals Funktionale und Angewandte Linguistik / 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).