



ENGLISCHES SEMINAR: Course Descriptions

*Vorlesungen**Cultural Studies***American Literature and Culture from the 1830s to the Present**

PHIL-24572, TV, SWS: 2

Mayer

Mo, wöchentl., 11:00 - 13:00, 10.04.2006 - 22.07.2006, 1502 - 003 (II 003)

Mi, wöchentl., 14:00 - 15:00, 12.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar This survey class starts where my lecture in the winter semester ended. It will provide an overview of major texts and contexts of American literature and culture in the nineteenth and twentieth century, focusing on the interactions between high culture and popular culture, minorities and the mainstream, marginalized groups and powerful parties in order to get a grip on cultural developments from the American Renaissance to Postmodernism. A reader with course material will be made available at the beginning of the class. For general reference (not only for this class) I recommend buying <Metzler Amerikanische Literaturgeschichte>, ed. Hubert Zapf (Stuttgart: Metzler, 1996) and <The Enduring Vision. A History of the American People>, ed. Boyer, Clark et al. (Lexington: D.C. Heath, 2000). Both are standard textbooks. Please note that the lecture will be accompanied by a tutorial (which is compulsory for B.A. students), taught by Florian Groß. The tutorial will allow for more detailed discussions of the texts and developments presented in class and will help to prepare for the combined exam (Prüfungsleistung) at the end of the semester. Please check our homepage for updated information about this class: http://www.fbils.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm. Tutorial Groß starting on: 12.04.06, 14.00-15.00, room 609 Prerequisites: none Prerequisites for certificate: regular attendance, preparation, minutes (Studienleistungen), written exam (Prüfungsleistung) Language in class: English For further information: ruth.mayer@anglistik.uni-hannover.de, http://www.fbils.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm

Bemerkung ELVE-LSF Veranstalter auch: Groß Kodierung: Sen; AmerF3

*Literaturwissenschaft***American Literature and Culture from the 1830s to the Present**

PHIL-24572, TV, SWS: 2

Mayer

Mo, wöchentl., 11:00 - 13:00, 10.04.2006 - 22.07.2006, 1502 - 003 (II 003)

Mi, wöchentl., 14:00 - 15:00, 12.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar This survey class starts where my lecture in the winter semester ended. It will provide an overview of major texts and contexts of American literature and culture in the nineteenth and twentieth century, focusing on the interactions between high culture and popular culture, minorities and the mainstream, marginalized groups and powerful parties in order to get a grip on cultural developments from the American Renaissance to Postmodernism. A reader with course material will be made available at the beginning of the class. For general reference (not only for this class) I recommend buying <Metzler Amerikanische Literaturgeschichte>, ed. Hubert Zapf (Stuttgart: Metzler, 1996) and <The Enduring Vision. A History of the American People>, ed. Boyer, Clark et al. (Lexington: D.C. Heath, 2000). Both are standard textbooks. Please note that the lecture will be accompanied by a tutorial (which is compulsory for B.A. students), taught by Florian Groß. The tutorial will allow for more detailed discussions of the texts and developments presented in class and will help to prepare for the combined exam (Prüfungsleistung) at the end of the semester. Please check our homepage for updated information about this class: http://www.fbils.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm. Tutorial Groß starting on: 12.04.06, 14.00-15.00, room 609 Prerequisites: none Prerequisites for certificate: regular attendance, preparation, minutes (Studienleistungen), written exam (Prüfungsleistung) Language in class: English For further information: ruth.mayer@anglistik.uni-hannover.de, http://www.fbils.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm

Bemerkung ELVE-LSF Veranstalter auch: Groß Kodierung: Sen; AmerF3

Survey of British Literature

PHIL-24573, TV, SWS: 2

Köhler

Mo, wöchentl., 14:00 - 16:00, 10.04.2006 - 22.07.2006, 1502 - 003 (II 003)

Kommentar This lecture class provides students with an introductory overview of the history of English literature from the very beginnings up to the 20th century. It will trace the emergence and general development of poetry, prose and drama through the centuries, but will also highlight specific writers and works. Cultural contexts will be discussed where necessary. It is my intention to provide a balanced representation of the various historical periods, but considering the amount of time available, this survey will necessarily be selective and should rather be seen as a starting-point for individual studies. There are many books about the history of English literature, all of which have their advantages and disadvantages, but for general reference I can recommend the text mentioned below. Those participants studying for a BA/MA degree are required to do four easy take-home quizzes in order to fulfil their "Studienleistungen". Prerequisites: none Prerequisites for certificate: take-home quizzes, regular attendance Language in class: English For further information: Koehler@anglistik.uni-hannover.de or 0511/762-2412 Seeber, Hans-Ulrich (Hrsg.). <Englische Literaturgeschichte>. Stuttgart: Metzler, 1999. ISBN: 3476020355

Bemerkung ELVE-LSF Kodierung: Sen / StG; AngF3

Englische Sprachwissenschaft

The Spread of English II

PHIL-24582, TV, SWS: 2

Sand

Fr, wöchentl., 11:00 - 13:00, 21.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar This lecture charts the spread of English during the era of British colonial expansion and more recently US-led internationalisation and globalisation. From a language spoken by a few million people in Britain in 1600, English has developed into a global language. This has led to interesting linguistic developments, such as the emergence of new standard varieties or the rise of English-lexifier pidgins and creoles in situations of contact between English colonisers and non-European communities. Part II of the lecture is concerned with the spread of English into Africa, Asia and the Pacific. We will look at the Southern Hemisphere varieties Australian and New Zealand English, as well as general issues of language contact and effects of this development on the indigenous languages. Prerequisites: none Prerequisites for certificate (BA students): regular attendance, final exam Language in class: English Further information: andrea.sand@phil.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: Sen; LingF2

Grundkurse

Literaturwissenschaft

Introduction to Literary Analysis

PHIL-24605, SE, SWS: 2

Ilseemann

Fr, wöchentl., 09:00 - 11:00, 21.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Kommentar In this seminar we will deal with plays, poems and prose fiction, each type represented by textual examples. We will establish the distinctive features of each type of text, and also consider what they have in common. The main focus will be on questions of analysis, the communication model plays an important role here, as does the concept of point-of-view. Verse and metre will become familiar terms. The theoretical and formal concepts will be explained with textual evidence and then used to describe text passages. As well as doing weekly homework, every participant will present a topic in class as the basis for a paper that will be graded. The formal requirements for writing a paper successfully will also be discussed in detail. There will be a final test for BA-students. The material required for the course is available from my reserve shelf in the library and should be copied beforehand. Alternatively, it is possible to download the manuscript from the homepage: <http://hartmut.ilseemann.phil.uni-hannover.de/downloads/> Prerequisites: TOEFL-Test Prerequisites for certificate: oral presentation, regular attendance, homework, written paper, final exam Language in class: English For further

information: Hartmut.Ilsemann@anglistik.uni-hannover.de or 762-3216

Bemerkung ELVE-LSF Kodierung: AngF1

Englische Sprachwissenschaft

Introduction to Linguistics

PHIL-24606, SE, SWS: 2

Römer

Mi, wöchentl., 09:00 - 11:00, 19.04.2006 - 22.07.2006, 1502 - 003 (II 003)

Kommentar This course provides a general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on four of the major areas in the study of linguistics: morphology, syntax, semantics, and pragmatics. Time permitting, we will also briefly look at historical, social, psychological, and textual dimensions of linguistic analysis. The following textbook will be used in class and is recommended for purchase: Finegan, Edward. 2004. <Language: Its Structure and Use>. 4th edition. Boston: Thomson Wadsworth. ISBN: 0-8384-0794-3 (pb). Please make sure you order your copy of the book asap. If you have problems getting hold of the book, please get in touch with me at ute.roemer@anglistik.uni-hannover.de Prerequisites: none Prerequisites for certificate: regular attendance, active participation in class, homework assignments, end of term test (all Studienleistungen) Language in class: English For further information please contact me at: ute.roemer@anglistik.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: LingF1

Introduction to Linguistics

PHIL-24608, SE, SWS: 2

Sand

Do, wöchentl., 09:00 - 11:00, 20.04.2006 - 22.07.2006, 1502 - 003 (II 003)

Kommentar This course is designed to provide a general introduction to English linguistics. It is mainly concerned with familiarizing students with the core areas of linguistic study, such as morphology, syntax and semantics, but will also introduce historical, social, textual and pragmatic dimensions of linguistic study. We will discuss the major concepts and terms used in linguistic analysis and apply them to data in the form of exercises and text analysis. The textbook mentioned below will be used in class and is highly recommended for purchase. Please make sure to obtain a copy of the textbook before the beginning of the semester. Prerequisites: none Prerequisites for certificate: regular attendance, active participation, reading assignments and written home work assignment, final exam [Studienleistungen]. Exam covering LingF1 and LingF2 as Prüfungsleistung. Language in class: English Further information: andrea.sand@phil.uni-hannover.de Textbook: Finegan, Edward. <Language & Its Structure and Use>. 4th edition. Boston: Heinle, 2003. (ISBN 0-8384-0794-3)

Bemerkung ELVE-LSF Kodierung: LingF1

Introduction to Phonetics and Phonology

PHIL-24609, SE, SWS: 2

Kolbe

Fr, wöchentl., 11:00 - 13:00, 21.04.2006 - 22.07.2006, 1502 - 003 (II 003)

Kommentar This course will deal with one of the basic features in language: sound in speech. During the first weeks we will be concerned with phonetics & the science which studies the characteristics of human sound production and provides methods for their description, classification and transcription. We will look in detail at the transcription system used for the written representation of speech: the International Phonetic Alphabet (IPA). In the second half of the semester we will deal with phonology, i.e. the branch of linguistics which studies the sound systems of languages. Prerequisites for certificate: regular attendance, participation at 'Phonetics' classes, active participation [all Studienleistungen]; final exam [Studien- und Prüfungsleistung]. Textbook: Skandera, Paul, Peter Burleigh 2005. <A manual of English phonetics and phonology>. Tübingen: Narr.

Bemerkung ELVE-LSF Kodierung: LingF4

Phonetics

PHIL-24612, SE, SWS: 2

Menis

Mo, wöchentl., 11:00 - 12:00, 24.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Bemerkung ELVE-LSF

Phonetics

PHIL-24614, SE, SWS: 2

Menis

Mo, wöchentl., 12:00 - 13:00, 24.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Bemerkung ELVE-LSF

Phonetics

PHIL-24615, SE, SWS: 2

Menis

Mo, wöchentl., 15:00 - 16:00, 24.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Bemerkung ELVE-LSF

Didaktik des Englischen

Introduction to English Language Teaching

PHIL-24617, SE, SWS: 2

Kupetz

Mo, wöchentl., 11:00 - 13:00, 10.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar This introductory methodology course is obligatory for all prospective teachers and for all BA students who plan to complete an M. Ed. We recommend that BA students take this class either in their 3rd or 5th semester. Non-BA students need to take this class before their intermediate exam, that is, in their 3rd or 4th semester. We will deal with basic issues of teaching English as a foreign language, such as goals, content and methods, the role of the teacher and the learner in the modern foreign-language classroom, skills and knowledge, teaching literature and intercultural learning. Prerequisites: none
Prerequisites for certificate: oral presentation and, for the whole module, a written exam
Language in class: English
For further information:
Rita.Kupetz@anglistik.uni-hannover.de
Basic reader for the course: Müller-Hartmann, Andreas and Marita Schocker von Ditfurth. (2004). <Introduction to English Language Teaching>. Stuttgart: Ernst Klett. Bach, Gerhard & Timm, Johannes-Peter. (Hrsg.). (1989). <Englischunterricht. Grundlagen und Methoden einer handlungsorientierten Unterrichtspraxis>. Tübingen: Francke. Bausch, Karl-Richard et al. (Hrsg.). (1995). <Handbuch Fremdsprachenunterricht>. Tübingen: Francke.[3. überarbeitete Auflage]
Jung, Udo O.H. (Hrsg.). (1998). <Praktische Handreichung für Fremdsprachenlehrer>. Frankfurt am Main: Peter Lang. (2. verbesserte und erw. Auflage)
Timm, Johannes-P. (Hrsg.). (1998). <Englisch lernen und lehren. Didaktik des Englischunterrichts>. Berlin: Cornelsen. Weskamp, Ralf. (2001). <Fachdidaktik: Grundlagen & Konzepte. Anglistik. Amerikanistik>. Berlin: Cornelsen.

Bemerkung ELVE-LSF Kodierung: DidF1

Proseminare

Cultural Studies

Anniversaries

PHIL-24620, SE, SWS: 2

Czypull

Mi, wöchentl., 11:00 - 13:00, 12.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar 2005 was a year full of anniversaries, historical events that people in Britain commemorated in particular. 400 years ago Guy Fawkes and his conspirators tried to blow up Parliament in the Gunpowder Plot. 200 years ago Britain gained naval supremacy over Spain and France in the Battle of Trafalgar. And 60 years ago World War Two ended. Every year on the Sunday nearest to 11th November the British commemorate Armistice Day, the end of World War One, and supposedly this year people will remember the 200th birthday of Isambard Kingdom Brunel, one of Britain's

most able engineers. Last but not least it has been 40 years since the English won the football world championships at Wembley. Why do people look back on history by celebrating the past (ex-servicemen return to the beaches of northern France, naval parades celebrate Lord Nelson)? What does the past tell us? Is there some common-sense approach behind all this, something that makes us believe that tradition, heritage and the recurring celebration of historic events are things on which national identity is founded? The seminar is designed to discuss arguments and find answers to these questions. We shall look at how anniversaries are mediated. This seminar will also examine historical events, for these form the wider context in which the anniversaries are embedded. Prerequisites: interest in British history and culture. Some knowledge on British social and political history would be appreciated. Language in Class: English For further information: Martin.Czypull@anglistik.uni-hannover.de Select Bibliography: - Hobsbawm, Eric, Ranger, Terence (eds.) (1983) <The Invention of Tradition>. Cambridge: CUP. - Gregory, Adrian (1994) <The Silence of Memory. Armistice Day 1919-1946>. Oxford. - Lloyd, David William (1998). <Battlefield Tourism. Pilgrimage and the commemoration of the Great War in Britain, Australia and Canada 1919-1939>. Oxford. - Fraser, Antonia (1995). <The Gunpowder Plot: Terror and Faith i

Bemerkung ELVE-LSF Kodierung: (a, c, d) AngF5

Things. Material Objects in U.S. Literature and Culture from Uncle Tom to Sister Carrie

PHIL-24621, SE, SWS: 2

Krah

Fr, wöchentl., 11:00 - 13:00, 21.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar In the second half of the 19th century, the U.S. experienced dramatic changes, not the least in the nature of the manufacturing, transportation, marketing and consumption of material goods. What did these goods signify to those who made/sold/bought/consumed them? What did they mean for a people who constantly redefined their place? In this class we will look at the ways the material world figures in fictional and non-fictional texts from the late 1860s to the turn of the century. We shall follow up changing understandings of the material world as we encounter `things` in a myriad of forms in these texts; things such as household objects, art, fashion, food, architecture, and money. The following novels must be purchased before the start of the semester: Louisa May Alcott <Little Women> (1869), William Dean Howells <The Rise of Silas Lapham> (1885), Theodore Dreiser <Sister Carrie> (1901). All three novel are available at www.amazon.de. Excerpts from further texts and additional course material will be offered in a reader at the start of the semester. Please be prepared to pay approx. € 10 for this reader. Prerequisites: none Prerequisites for certificate: regular attendance, presentation in class, term paper Language in class: English For further information: Barbara.Krah@anglistik.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: Sen; (b, c) AmerF4

"Wild, Wild West": Representations of the American West

PHIL-24622, SE, SWS: 2

Künnemann

Di, wöchentl., 11:00 - 13:00, 11.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar "I'm a cowboy, on a steel horse I ride, I'm wanted dead or alive." When Jon Bon Jovi sang these lyrics in his song Dead or Alive, the bandleader relied on the well-established image of the American cowboy who, as a loner, fights for freedom and justice against all odds (and enemies) in the Wild West. Similarly, many other popular representations (in film, advertisements, fiction, and music) evoke the same spirit and imagery. Of all American regions, the West was and remains the most intensely (and stereotypically) mythologized. It has produced such national archetypes as the cowboy, the loner, or the trapper & a strong, virile man, for the most part, who was out in the West to find a space remote from an alleged over-civilization in the east, to conquer a "virgin land" (from native Americans) & the heart of a woman who looked up to him as her truly masculine hero. Thus, the West was (and still is) envisaged as the epitome of American manhood and national identity. But does this image correspond to reality in the American West of the 19th and 20th century? In this class we will be concerned with the question of how the West was/is defined and redefined, reinforced and challenged in literary, cultural, and filmic representations, and we shall read these texts against the backdrop of historical events. Our analysis and discussion will take as a major reference point Owen Wister's

<The Virginian> (1902), a novel which in many ways set the tone for the genre of Westerns in the years to come, Frederic Remington's paintings, and Theodore Roosevelt's contemplations on the "strenuous life" out in the West. However, 'marginalized' voices, i.e., of women and Native Americans, will also be focused on, for example, in excerpts from Caroline Kirkland's frontier novel <A New Home. Who'll Follow?> (1839) or from Sherman Alexie's short story collection <The Lone Ranger and Tonto Fistfight in Heaven> (1993). We will also watch Westerns in this class, and analyze true classics

Bemerkung ELVE-LSF Kodierung: (b, c) AmerF5

Sensation, Sexuality, and Seduction in Colonial America

PHIL-24624, SE, SWS: 2

Mayer

Mo, wöchentl., 16:00 - 18:00, 10.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar In the late eighteenth century, debates around sexuality, gender relations, and gender identity became intricately entangled with discussions on democracy, equality, and nationhood in America. As the country changed its status from colony to republic, the theme of seduction, borrowed from British sentimentalism, became predominant in these debates. By looking at the literary and cultural enactments of seduction and sexuality at the time, we will try to get a grip on some of the focal concerns of the America of the early Republic. Our readings will include writings around women's rights and gender equality (Abigail Adams, Judith Sargent Murray), sentimental novels (Susanna Rowson's <Charlotte Temple>, Hannah Webster Foster's <The Coquette>), Gothic tales of 'uncanny' seduction (Charles Brockden Brown's <Wieland>), sensationalist romances of sexual crime and exploitation (George Lippard's <The Quaker City>, or, <The Monks of Monk Hall>), as well as parodies and subversions of romantic love literature (Edgar Allan Poe's "Ligeia"). Some of these texts will be discussed in excerpts. Please purchase and read Susanna Rowson's <Charlotte Temple> (1791 ; Oxford UP) and Hannah Foster's <The Coquette> (1797 ; Oxford UP) before the semester starts. A reader with additional material will be made available at the beginning of the class. Please check our homepage for updated information about this class:

http://www.fbils.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm.

Prerequisites: none Prerequisites for certificate: regular attendance, annotated bibliography, presentation in class, term paper Language in class: English For further information: ruth.mayer@anglistik.uni-hannover.de, http://www.fbils.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm

Bemerkung ELVE-LSF Kodierung: S; (b) AmerF5

Literary and Cultural Theories

PHIL-24625, SE, SWS: 2

Meyer

Do, wöchentl., 11:00 - 13:00, 13.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar <Theory and Literature>. This is the title of the influential book by René Wellek and Austin Warren (1949). Since then, different approaches in literary criticism and theory have emerged on the (American) literary/cultural landscape. This class is designed as an (advanced) introductory class to literary/cultural theories and crucial methods of academic work for undergraduate students of American Studies, who have little or no prior acquaintance with theory. This course will give students the chance to get used to academic communication and meta-levels, and the vocabularies and problematics that occupy scholars of literature and culture most urgently today. The emphasis of the single sessions will be on the discussion of different texts from the following books: David Lodge's <Modern Criticism and Theory>, Terry Eagleton's <Literary Theory>, and Peter Barry's <Beginning Theory>. We shall examine readings in new criticism, new historicism, psychoanalysis, structuralism, deconstruction/ poststructuralism, intertextuality, queer theory, and the like. Towards the end of term we will study the underlying assumptions of various approaches and test their strengths and shortcomings. The overall aim is to collate the knowledge of the participants and complement it in such a way that everybody will have a sufficient foundation to apply techniques and theories to the studies of literatures and cultures. Language in Class: English Prerequisites for B.A. students: module "Foundations in American Studies 2" Requirements: regular attendance, active participation, oral presentation, exercises, term paper Contact:

christina.meyer@anglistik.uni-hannover.de A reader will be made available at the FBL (reserve shelf). For further information see:
http://www.fbls.uni-hannover.de/angli/amst/profil_christina_meyer/courses_meyer.htm;
 the syllabus will also be made available on the website at the beginning of the summer term 2006. Recommended for purchase: David Lodge

Bemerkung ELVE-LSF Kodierung: (b) AmerA1

Emily Dickinson: Amherst, New England, and Her Cosmos

PHIL-24626, SE, SWS: 2

Schneller

Mi, wöchentl., 09:00 - 11:00, 12.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Kommentar Although during her life (1830-1886) less than a dozen of Emily Dickinson's poems were published and no one arguably knew about her extensive oeuvre, since her death more than 1,700 poems have been published, albeit in various forms and editions. Oscillating between the late American Renaissance and Modernism, Dickinson has been declared one of the founders of the American poetic tradition as well as the founder of a women's poetic tradition in America. In this class, we will consider why Dickinson's work enjoys canonical status and why Dickinson studies continue to thrive. For many years, literary scholarship about Dickinson's work was clouded by biographical 'myths,' which still endure, about an agoraphobic, lovesick spinster wearing a white dress. However, in this class, we will forgo the 'myths' and instead work on interpreting Dickinson's poems based on a close reading approach and literary theories, e.g., cultural and feminist criticism. In particular, we will consider how the poems reflect and refract the poet's domestic and local surroundings, uphold and subvert social norms in late nineteenth-century New England and America as well as construct and deconstruct understandings of the individual's position in the universe. Because of the complexity and vast quantity of Dickinson's poems, we will focus on a relatively small sampling of her poems. However, students still need to purchase <The Complete Poems of Emily Dickinson>, edited by Thomas H. Johnson (ISBN: 0316184136), and bring it to the first class. Prerequisites: none Prerequisites for certificate: regular attendance, short writing assignments, short presentation, term paper (10-12 pages) Language in class: English For further information: jill.schneller@phil.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: (b, c, d) AmerF4

Literaturwissenschaft

Things. Material Objects in U.S. Literature and Culture from Uncle Tom to Sister Carrie

PHIL-24621, SE, SWS: 2

Krah

Fr, wöchentl., 11:00 - 13:00, 21.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar In the second half of the 19th century, the U.S. experienced dramatic changes, not the least in the nature of the manufacturing, transportation, marketing and consumption of material goods. What did these goods signify to those who made/sold/bought/consumed them? What did they mean for a people who constantly redefined their place? In this class we will look at the ways the material world figures in fictional and non-fictional texts from the late 1860s to the turn of the century. We shall follow up changing understandings of the material world as we encounter `things` in a myriad of forms in these texts; things such as household objects, art, fashion, food, architecture, and money. The following novels must be purchased before the start of the semester: Louisa May Alcott <Little Women> (1869), William Dean Howells <The Rise of Silas Lapham> (1885), Theodore Dreiser <Sister Carrie> (1901). All three novel are available at www.amazon.de. Excerpts from further texts and additional course material will be offered in a reader at the start of the semester. Please be prepared to pay approx. 10 for this reader. Prerequisites: none Prerequisites for certificate: regular attendance, presentation in class, term paper Language in class: English For further information: Barbara.Krah@anglistik.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: Sen; (b, c) AmerF4

"Wild, Wild West": Representations of the American West

PHIL-24622, SE, SWS: 2

Künnemann

Di, wöchentl., 11:00 - 13:00, 11.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar "I'm a cowboy, on a steel horse I ride, I'm wanted dead or alive." When Jon Bon Jovi sang these lyrics in his song *Dead or Alive*, the bandleader relied on the well-established image of the American cowboy who, as a loner, fights for freedom and justice against all odds (and enemies) in the Wild West. Similarly, many other popular representations (in film, advertisements, fiction, and music) evoke the same spirit and imagery. Of all American regions, the West was and remains the most intensely (and stereotypically) mythologized. It has produced such national archetypes as the cowboy, the loner, or the trapper \hat{c} a strong, virile man, for the most part, who was out in the West to find a space remote from an alleged over-civilization in the east, to conquer a "virgin land" (from native Americans) \hat{c} and the heart of a woman who looked up to him as her truly masculine hero. Thus, the West was (and still is) envisaged as the epitome of American manhood and national identity. But does this image correspond to reality in the American West of the 19th and 20th century? In this class we will be concerned with the question of how the West was/is defined and redefined, reinforced and challenged in literary, cultural, and filmic representations, and we shall read these texts against the backdrop of historical events. Our analysis and discussion will take as a major reference point Owen Wister's <The Virginian> (1902), a novel which in many ways set the tone for the genre of Westerns in the years to come, Frederic Remington's paintings, and Theodore Roosevelt's contemplations on the "strenuous life" out in the West. However, 'marginalized' voices, i.e., of women and Native Americans, will also be focused on, for example, in excerpts from Caroline Kirkland's frontier novel <A New Home. Who'll Follow?> (1839) or from Sherman Alexie's short story collection <The Lone Ranger and Tonto Fistfight in Heaven> (1993). We will also watch Westerns in this class, and analyze true classics

Bemerkung ELVE-LSF Kodierung: (b, c) AmerF5

Sensation, Sexuality, and Seduction in Colonial America

PHIL-24624, SE, SWS: 2

Mayer

Mo, wöchentl., 16:00 - 18:00, 10.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar In the late eighteenth century, debates around sexuality, gender relations, and gender identity became intricately entangled with discussions on democracy, equality, and nationhood in America. As the country changed its status from colony to republic, the theme of seduction, borrowed from British sentimentalism, became predominant in these debates. By looking at the literary and cultural enactments of seduction and sexuality at the time, we will try to get a grip on some of the focal concerns of the America of the early Republic. Our readings will include writings around women's rights and gender equality (Abigail Adams, Judith Sargent Murray), sentimental novels (Susanna Rowson's <Charlotte Temple>, Hannah Webster Foster's <The Coquette>), Gothic tales of 'uncanny' seduction (Charles Brockden Brown's <Wieland>), sensationalist romances of sexual crime and exploitation (George Lippard's <The Quaker City>, or, <The Monks of Monk Hall>), as well as parodies and subversions of romantic love literature (Edgar Allan Poe's "Ligeia"). Some of these texts will be discussed in excerpts. Please purchase and read Susanna Rowson's <Charlotte Temple> (1791 \hat{c} Oxford UP) and Hannah Foster's <The Coquette> (1797 \hat{c} Oxford UP) before the semester starts. A reader with additional material will be made available at the beginning of the class. Please check our homepage for updated information about this class:
http://www.fbils.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm.
 Prerequisites: none Prerequisites for certificate: regular attendance, annotated bibliography, presentation in class, term paper
 Language in class: English
 For further information: ruth.mayer@anglistik.uni-hannover.de,
http://www.fbils.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm

Bemerkung ELVE-LSF Kodierung: S; (b) AmerF5

Literary and Cultural Theories

PHIL-24625, SE, SWS: 2

Meyer

Do, wöchentl., 11:00 - 13:00, 13.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar <Theory and Literature>. This is the title of the influential book by René Wellek and Austin Warren (1949). Since then, different approaches in literary criticism and theory

have emerged on the (American) literary/cultural landscape. This class is designed as an (advanced) introductory class to literary/cultural theories and crucial methods of academic work for undergraduate students of American Studies, who have little or no prior acquaintance with theory. This course will give students the chance to get used to academic communication and meta-levels, and the vocabularies and problematics that occupy scholars of literature and culture most urgently today. The emphasis of the single sessions will be on the discussion of different texts from the following books: David Lodge's <Modern Criticism and Theory>, Terry Eagleton's <Literary Theory>, and Peter Barry's <Beginning Theory>. We shall examine readings in new criticism, new historicism, psychoanalysis, structuralism, deconstruction/ poststructuralism, intertextuality, queer theory, and the like. Towards the end of term we will study the underlying assumptions of various approaches and test their strengths and shortcomings. The overall aim is to collate the knowledge of the participants and complement it in such a way that everybody will have a sufficient foundation to apply techniques and theories to the studies of literatures and cultures. Language in Class: English Prerequisites for B.A. students: module "Foundations in American Studies 2" Requirements: regular attendance, active participation, oral presentation, exercises, term paper Contact: christina.meyer@anglistik.uni-hannover.de A reader will be made available at the FBL (reserve shelf). For further information see: http://www.fbls.uni-hannover.de/angli/amst/profil_christina_meyer/courses_meyer.htm; the syllabus will also be made available on the website at the beginning of the summer term 2006. Recommended for purchase: David Lodge

Bemerkung ELVE-LSF Kodierung: (b) AmerA1

Emily Dickinson: Amherst, New England, and Her Cosmos

PHIL-24626, SE, SWS: 2

Schneller

Mi, wöchentl., 09:00 - 11:00, 12.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Kommentar Although during her life (1830-1886) less than a dozen of Emily Dickinson's poems were published and no one arguably knew about her extensive oeuvre, since her death more than 1,700 poems have been published, albeit in various forms and editions. Oscillating between the late American Renaissance and Modernism, Dickinson has been declared one of the founders of the American poetic tradition as well as the founder of a women's poetic tradition in America. In this class, we will consider why Dickinson's work enjoys canonical status and why Dickinson studies continue to thrive. For many years, literary scholarship about Dickinson's work was clouded by biographical 'myths,' which still endure, about an agoraphobic, lovesick spinster wearing a white dress. However, in this class, we will forgo the 'myths' and instead work on interpreting Dickinson's poems based on a close reading approach and literary theories, e.g., cultural and feminist criticism. In particular, we will consider how the poems reflect and refract the poet's domestic and local surroundings, uphold and subvert social norms in late nineteenth-century New England and America as well as construct and deconstruct understandings of the individual's position in the universe. Because of the complexity and vast quantity of Dickinson's poems, we will focus on a relatively small sampling of her poems. However, students still need to purchase <The Complete Poems of Emily Dickinson>, edited by Thomas H. Johnson (ISBN: 0316184136), and bring it to the first class. Prerequisites: none Prerequisites for certificate: regular attendance, short writing assignments, short presentation, term paper (10-12 pages) Language in class: English For further information: jill.schneller@phil.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: (b, c, d) AmerF4

Shakespeare's <King Lear>

PHIL-24628, SE, SWS: 2

Bennett

Di, wöchentl., 16:00 - 18:00, 11.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar <King Lear> is one of Shakespeare's major tragedies; many regard it as his greatest. It is certainly a formidable and often disturbing play, whose themes of madness, geriatry, and cruelty ("man's inhumanity to man") are capable of powerful resonance today. The seminar will present a variety of interpretations and critical approaches. Among other aspects, we shall consider the performance history of the play, the "improvement" it received between 1681 and 1845, and the surprising indeterminability of the original text,

which was printed in different versions in Shakespeare's time. Indeed, if students were to bring along whatever modern edition of the play they could get hold of, we would find serious discrepancies between the different versions. We would not all be reading the same play. For that reason, participants are strongly recommended to buy the latest Oxford Shakespeare edition of <King Lear>, edited by Stanley Wells, (ISBN 0-19-283992-6). It is also necessary to have read the play before the first meeting. Prerequisites: to have read the play before the first meeting Prerequisites for certificate: presentation and term paper Language in class: English For further information: bennett@anglistik.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: (b) AngF4

Nature in Poems from Milton to Wordsworth

PHIL-24630, SE, SWS: 2

Ilsemann

Do, wöchentl., 14:00 - 16:00, 13.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Kommentar Ever since Renaissance times poets have looked back to antiquity for models to express nature, but with the rise of science and developments in society and philosophy, a new way of looking at nature developed, and this gained entry to poetical views. In this seminar we will look at these changes. Starting with Milton, then going on to neo-classicism, we will eventually come to pre-romantic notions of nature in poetry, before we finally strike a blow for Romanticism. There will be plenty of examples, and as poetic form changes just as much as content, this gives us an excellent opportunity for describing these changes. Participants are requested to prepare weekly poetry texts thoroughly and to present topics in class, giving background information or interpretations of selected texts. Regular participation and a written paper are prerequisites for a Schein. Text selections will be available from:
<http://hartmut.ilsemann.phil.uni-hannover.de/downloads/> Prerequisites: none
 Prerequisites for certificate: oral presentation, regular attendance, homework, written paper, final exam Language in class: English For further information: Hartmut.Ilsemann@anglistik.uni-hannover.de or 762-3216

Bemerkung ELVE-LSF Kodierung: S; Sen; (b, c) AngF4

Englische Sprachwissenschaft

Conversation Analysis

PHIL-24633, SE, SWS: 2

Kolbe

Di, wöchentl., 14:00 - 16:00, 11.04.2006 - 22.07.2006, 1502 - 709 (II 709)

Kommentar In order to register for this course you need to send an email to daniela.kolbe@phil.uni-hannover.de by April 10th, 2006! The purpose of this course is to introduce students to theories and methods of conversation analysis as applied to dialogic or multi-party discourse. The course will provide reading and discussion of a variety of approaches to the analysis of conversational discourse. We will also practise and try out these approaches on the basis of authentic conversation transcripts. Topics will include discourse topic, turn-taking, adjacency pairs, repair, footing/positioning, conversational style, involvement strategies, politeness, humour, and discourse markers. Reading material will be made available in the first session. Prerequisites for certificate: regular attendance, active participation, short oral presentation in class (plus handout) [all Studienleistungen]; final exam [Prüfungsleistung] Language in class: English

Bemerkung ELVE-LSF Kodierung: LingF5

Pidgins and Creoles

PHIL-24636, SE, SWS: 2

Sand

Fr, wöchentl., 09:00 - 11:00, 21.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar Many people consider pidgins and creoles special and unique languages because of the fact that they display a number of features. Regardless of the lexical source languages they develop from, they tend to have very similar grammatical structures. They are also comparatively young languages, going back no more than a few hundred years, but relatively well-documented. They thus provide insights into processes of linguistic

change. In this class, we will look at a variety of English-lexifier pidgins and creoles from the Atlantic and the Pacific region, such as Jamaican Creole or Tok Pisin, and discuss various theoretical models to explain their origins and their most salient linguistic features. The textbook mentioned below will be used in class and is recommended for purchase. In addition, a reader will be provided in the reference section of the library. Prerequisites: Introduction to Linguistics, Please register for this class at the e-mail address given below before April 10, 2006. Prerequisites for certificate: regular attendance, active participation, one oral presentation [Studienleistungen], final exam [Prüfungsleistung] Language in class: English Further information: andrea.sand@phil.uni-hannover.de Textbook: Mühlhäusler, Peter. <Pidgin and Creole Linguistics - Expanded and revised edition> (Westminster Creolistics Series - 3). London: Battlebridge Publications, 1997 ISBN 1 85919 083 9

Bemerkung ELVE-LSF Kodierung: LingF5

Morphology

PHIL-24638, SE, SWS: 2

Schulze

Mo, wöchentl., 11:00 - 13:00, 10.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar This course will offer students an introduction to the study of word structure that starts at the very beginning. Assuming no substantial knowledge of the field of morphology on the part of the students, the course will present a broad range of morphological phenomena from a wide variety of languages (with a clear emphasis on English, of course). Starting with the core areas of inflection and derivation, we will also present the interfaces between morphology and syntax and morphology and phonology. The synchronic study of word structure will be covered as well as the phenomena of diachronic change such as analogy and grammaticalization. The following book will be used in class: Haspelmath, Martin. 2002 <Understanding Morphology>. London: Arnold. Prerequisites: Introduction to Linguistics Prerequisites for certificate: regular attendance, written test Language in class: English For further information: raischulze@gmx.de

Bemerkung ELVE-LSF Kodierung: LingF5

Didaktik des Englischen

London: Explorations

PHIL-24639, SE, SWS: 2

Blell

Do, wöchentl., 14:00 - 16:00, 13.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar <"London, thou art at the flower of cities all."> (William Dunbar, c.1465) London is the capital city of England and the heart of what was once the greatest empire in the world. To English people over the centuries, London has represented all that was both desirable and detestable about English life. From the Middle Ages until today London has remained a magnet for people from all over the world. Additionally and with regard to English Language Teaching & Learning, "London" is a topic in many English course books (mostly 7th grade <GreenLine; EnglishG 2000; Nottingham Gate etc.>) and central to forms of project work in Sek. II. Based on Cultural & Social Studies and on concepts of Intercultural Communicative Competence (Byram 1997) we are going to `explore` London (time, place/space and people `on- and offline) and will develop very practical materials as well. Prerequisites: none Prerequisites for certificate: regular attendance, project work and presentation Language in class: English For further information: Gabriele.Blell@anglistik.uni-hanover.de Literature: Byram, Michael. (1997). <Teaching and Assessing Intercultural Communicative Competence>. Clevedon: Multilingual Matters. Müller-Hartmann, Andreas & Schocker-v. Dittfurth, Marita. (2005). Meeting Point London: Unterrichtsmedien erfahren, entwickeln, evaluieren. Ein Ansatz prozessorientierter Mediendidaktik. In: Gabriele Blell & Rita Kupetz (Hrsg.). <Fremdsprachenlernen zwischen Medienverwahrlosung und Medienkompetenz>. Frankfurt a.Main: Peter Lang., 163-173. Teske, Doris. (2002). <Cultural Studies>: GB. Berlin: Cornelsen.

Bemerkung ELVE-LSF Kodierung: DidF2

Intercultural Communicative Competence in the English Language Classroom

PHIL-24640, SE, SWS: 2

Fellmann

Mo, wöchentl., 16:00 - 18:00, 24.04.2006 - 22.07.2006, 1502 - 709 (II 709)

Kommentar Intercultural Communicative Competence is the main aim of foreign language teaching as one can read in recent guidelines, e.g. the Rahmenrichtlinien in Lower Saxony. In the English Language Classroom at school we practically aim at teaching our students various practical 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 theoretical 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 materials for teaching a subject of their choice in Year 5 or Year 12. Recommended Reading: Bennett, Milton J. (1998). "Intercultural Communication: A Current Perspective". In: Milton J. Bennett (Hrsg.), <Basic Concepts of Intercultural Communication>. Yarmouth, MN: Intercultural Press. 1-34. Byram, Michael. (1997). <Teaching and Assessing Intercultural Communicative Competence>. Clevedon et al.: Multilingual Matters. Müller-Hartmann, Andreas und Maike Grau. (2004). "Nur Tourist sein oder den Dialog wagen? Interkulturelles Lernen in der Begegnung." In: <Der Fremdsprachliche Unterricht Englisch>, Heft 70, 2-11. Volkman, Laurenz, Stierstorfer, Klaus & Gehring, Wolfgang. (Hrsg.). (2002). <Interkulturelle Kompetenz>. Tübingen: Narr. Prerequisites: none Prerequisites for certificate: regular attendance and active participation, oral presentation, term paper Language in class: English For further information: FellmannG@aol.com

Bemerkung ELVE-LSF Kodierung: DidF2

Teaching English in the Primary School: Goals, Content and Functions

PHIL-24642, SE, SWS: 2

Engelbrecht

Do, wöchentl., 16:00 - 18:00, 20.04.2006 - 22.07.2006, 1502 - 709 (II 709)

Kommentar Das Seminar befasst sich mit dem Englischunterricht in den Klassen 3 und 4 der Grundschule. Im Zentrum werden hauptsächlich Prinzipien grundschulgemäßen Arbeitens anhand erprobter Materialien stehen wie "songs, rhymes, role play, storytelling, picture books..." Literatur: MK (Hg.) <Didaktisch-methodische Empfehlungen für das Fremdsprachenlernen in der GS>, Hannover 1995. Bleyhl, Werner (2000) <Fremdsprachen in der Grundschule, Grundlagen und Praxisbeispiele>. Hannover: Schroedel. Bleyhl, Werner (2002) <Fremdsprachen in der Grundschule, Geschichten erzählen im Anfangsunterricht>. Hannover: Schroedel. Ellis, Gail/Brewster, Jean (1991) <The Storytelling Handbook For Primary Teachers>. London: Penguin. Ellis, Gail/Brewster, Jean (2002) <Tell it Again - The New Storytelling Handbook for Primary Teachers>. London: Penguin. Halliwell, Susan (1992) <Teaching English in the primary classroom>. London: Longman. Klippel, Friederike (2000) <Englisch in der Grundschule>. Berlin: Cornelsen. Niemann, Heide (2002) <Mit Bilderbüchern Englisch lernen>. Seelze-Velber: Kallmeyer. Phillips, Sarah (1993) <Young learners>. Oxford: O.U.P. Wright, Andrew (1995) <Storytelling with children>. Oxford: O.U.P. Wright, Andrew (1997) <Creating stories with children>. Oxford: O.U.P.

Bemerkung ELVE-LSF Veranstalter auch: Groß Kodierung: DidF2

Standards, Competences and Skills in the English Language Classroom

PHIL-24643, SE, SWS: 2

Kupetz

Mo, wöchentl., 14:00 - 16:00, 10.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar Educators and politicians alike make a big fuss about standards in education these days. We will study the Policy documents, e.g. The European Framework of Reference, and develop ways of how to achieve these goals by dealing with competences and skill development in the English language classroom (not only listening, speaking, reading, writing and translating) in particular. Our project will deal with Australia in the English language classroom. Prerequisites: Introduction to English Language Teaching is highly recommended Prerequisites for certificate: oral presentation and material design, for the whole module: a written exam Language in class: English For further information: Rita.Kupetz@anglistik.uni-hannover.de Bildungsstandards für die erste Fremdsprache

(Englisch/Französisch) für den Mittleren Schulabschluss Beschluss vom 4.12.2003
http://www.kmk.org/schul/Bildungsstandards/1.Fremdsprache_MSA_BS_04-12-2003.pdf,
 18.11.2006 Niedersächsischer Bildungsserver: Curriculare Vorgaben
<http://nibis.ni.schule.de/> 18.11.2005 Common European Framework of Reference for
 Languages
http://www.coe.int/T/E/Cultural_Co-operation/education/Languages/Language_Policy/Common_Frame
 18.11.2005

Bemerkung ELVE-LSF Kodierung: DidF2

Hauptseminare

Cultural Studies

National Identity and Its Representations in Modern British Culture

PHIL-24649, SE, SWS: 2

Bennett

Fr, wöchentl., 14:00 - 16:00, 21.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Kommentar National identity and what people understand by it is never a simple matter, perhaps especially so in Britain. There are five distinct nations in the British-Irish Isles; there are smaller islands from the Shetlands to the Channel Islands, whose inhabitants may not identify with any of the five bigger nations; and there are millions of citizens whose ethnic origins are somewhere else and who may or may not take different attitudes to national identity. We shall begin by exploring theories of identity, of nation and of representation. We shall then apply these to concrete manifestations of national identity in modern Britain. These might be found in sport, music, museums, literature, war, politics, multiculturalism, cinema, history-teaching in schools, tourism, the heritage industries, and many other areas. The list is flexible and open to negotiation. Source material will be made available to participants. Prerequisites: intermediate exam Prerequisites for certificate: presentation and term paper Language in class: English For further information: bennett@anglistik.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: (b, d) AngA1

"L'amour toujours?" American Representations of France

PHIL-24650, SE, SWS: 2

Künnemann

Mi, wöchentl., 11:00 - 13:00, 12.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar "French habits and manners have their roots in a civilization so profoundly unlike ours ¿ so much older, richer, more elaborate and firmly crystallized ¿ that French customs necessarily differ from ours more than those of more primitive races." So wrote Edith Wharton in <French Ways and their Meaning> about the fascination of the hexagon on Americans. Wharton, of course, was not the first or only American writer to be engaged in this 'dangerous liaison', i.e., America's perennial love-hate relation with France. What U.S. Secretary of Defence, Donald Rumsfeld, has scornfully dubbed part of 'Old Europe' has in fact fascinated American literary and cultural history from the birth of the American nation onwards. Thomas Jefferson's years as American ambassador in Paris are notorious and legendary; Henry James's occupation with the international theme and his interest in European characters and settings is a cornerstone of his oeuvre. In the 20th century, France and Paris in particular gained increasing importance in the American mind when the so-called Lost Generation (expatriate writers and artists like Ernest Hemingway, Gertrude Stein, Josephine Baker, H.D., and F. Scott Fitzgerald, to name just a few) found refuge there. Ever since then, the French savoir vivre has lived on in literary, cultural, and filmic representations by Americans. Thus, it is certainly no coincidence that <Friends> Rachel Green is on the verge of leaving for France at the end of the series, or that a certain Miss Carrie Bradshaw finds herself in Parisian exile in the last episodes of <Sex and the City>. In this class we will be concerned with the literary and cultural connection between America and France, and investigate the development of a relationship that can by no means be limited to love stories. We will trace the early period (Jefferson's years in Paris, Alexis de Tocqueville's contemplations on the two nations) and read excerpts from Edith Wharton's <French Ways and Their Meaning> (

Bemerkung ELVE-LSF Kodierung: (b, c) AmerA2

Noir. A Style in American Literature and Film

PHIL-24651, SE, SWS: 2

Mayer

Di, wöchentl., 14:00 - 16:00, 11.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Kommentar From the 1930s onwards for at least 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 James M. Cain's <The Postman Always Rings Twice> (1934), Raymond Chandler's <The Big Sleep> (1939), Nathaniel West's <The Day of the Locust> (1939), and selected short stories of the period, and watch - probably - <Double Indemnity> (Billy Wilder, 1944), <The Big Sleep> (Howard Hawks, 1946), <Touch of Evil> (Orson Welles, 1958), and <Sunset Boulevard> (Billy Wilder, 1950). Please purchase the novels mentioned above. Additional course material will be made available in a reader. If the number of (aspiring) participants exceeds 30 we will have a short test in the first session, based upon a text which has to be read for this session. Admittance to the class will be conditional on passing this test. The text will be announced on the American Studies website before the semester starts. Please make sure to read it and come prepared. For the course syllabus and updated information on the course see:
http://www.fbls.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm
 Prerequisites: intermediate exam Prerequisites for certificate: regular attendance, presentation in class, term paper Language in class: English For further information: ruth.mayer@anglistik.uni-hannover.de,
http://www.fbls.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm

Bemerkung ELVE-LSF Kodierung: (b, c) AmerA2**From Merchantilism to Laissez Faire: Economic Change and Economic Thought in 17th & 18th Century Britain**

PHIL-24935, SE, SWS: 2

Rohloff

Fr, wöchentl., 11:00 - 13:00, 21.04.2006 - 22.07.2006, 1502 - 709 (II 709)

Kommentar The industrialization of Britain in the later 18th and early 19th centuries is usually considered as the most important watershed in the economic history not only of Britain, but of the world. Indeed, the so-called "Industrial Revolution" involved a fundamental and irreversible change in the structure of the economy, a deployment of resources away from agriculture into manufacturing and distributive industries and sustained economic growth of an altogether new kind. However, the economic changes that preceded the Industrial Revolution were, by no means, less significant since they provided the essential conditions of this long process of transformation. Reaching back into the late 16th century when, thanks to earlier exploration and the voyages of the "chartered companies", English trade was first expanding beyond the boundaries of Europe, a complex of interconnected developments already began to undermine the traditional economic system along with the inherited structures of society, thus gradually dissolving the foundations of medieval feudalism. From the 1650s and notably in the early decades of the 18th century, the "Agricultural Revolution", itself a highly complex cluster of changes, stimulated increased production and cost-reducing technical and organizational innovations which proved not only a forerunner but ultimately also an essential part of the process of industrialization which gained pace after 1760. These developments which effected a fundamental transformation of Britain's economic system were accompanied by the spread of a large body of writing on economic issues. The monopolies granted to the chartered companies soon aroused severe criticism which released a considerable number of pamphlets and scholarly studies. Controversy continued throughout the period. Thus, the predominance of mercantilism (although never fully established in Britain) gave way to the demand for "Free Trade", long before Adam Smith, in his famous book <The Wealth of Nat

Bemerkung ELVE-LSF Kodierung: S; Sen; (c) AngA1*Literaturwissenschaft***"L'amour toujours?" American Representations of France**

PHIL-24650, SE, SWS: 2

Künnemann

Mi, wöchentl., 11:00 - 13:00, 12.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar "French habits and manners have their roots in a civilization so profoundly unlike ours ; so much older, richer, more elaborate and firmly crystallized ; that French customs necessarily differ from ours more than those of more primitive races." So wrote Edith Wharton in <French Ways and their Meaning> about the fascination of the hexagon on Americans. Wharton, of course, was not the first or only American writer to be engaged in this 'dangerous liaison', i.e., America's perennial love-hate relation with France. What U.S. Secretary of Defence, Donald Rumsfeld, has scornfully dubbed part of 'Old Europe' has in fact fascinated American literary and cultural history from the birth of the American nation onwards. Thomas Jefferson's years as American ambassador in Paris are notorious and legendary; Henry James's occupation with the international theme and his interest in European characters and settings is a cornerstone of his oeuvre. In the 20th century, France and Paris in particular gained increasing importance in the American mind when the so-called Lost Generation (expatriate writers and artists like Ernest Hemingway, Gertrude Stein, Josephine Baker, H.D., and F. Scott Fitzgerald, to name just a few) found refuge there. Ever since then, the French savoir vivre has lived on in literary, cultural, and filmic representations by Americans. Thus, it is certainly no coincidence that <Friends> Rachel Green is on the verge of leaving for France at the end of the series, or that a certain Miss Carrie Bradshaw finds herself in Parisian exile in the last episodes of <Sex and the City>. In this class we will be concerned with the literary and cultural connection between America and France, and investigate the development of a relationship that can by no means be limited to love stories. We will trace the early period (Jefferson's years in Paris, Alexis de Tocqueville's contemplations on the two nations) and read excerpts from Edith Wharton's <French Ways and Their Meaning> (

Bemerkung ELVE-LSF Kodierung: (b, c) AmerA2

Noir. A Style in American Literature and Film

PHIL-24651, SE, SWS: 2

Mayer

Di, wöchentl., 14:00 - 16:00, 11.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Kommentar From the 1930s onwards for at least 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 James M. Cain's <The Postman Always Rings Twice> (1934), Raymond Chandler's <The Big Sleep> (1939), Nathaniel West's <The Day of the Locust> (1939), and selected short stories of the period, and watch - probably - <Double Indemnity> (Billy Wilder, 1944), <The Big Sleep> (Howard Hawks, 1946), <Touch of Evil> (Orson Welles, 1958), and <Sunset Boulevard> (Billy Wilder, 1950). Please purchase the novels mentioned above. Additional course material will be made available in a reader. If the number of (aspiring) participants exceeds 30 we will have a short test in the first session, based upon a text which has to be read for this session. Admittance to the class will be conditional on passing this test. The text will be announced on the American Studies website before the semester starts. Please make sure to read it and come prepared. For the course syllabus and updated information on the course see:
http://www.fbils.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm
 Prerequisites: intermediate exam Prerequisites for certificate: regular attendance, presentation in class, term paper Language in class: English For further information: ruth.mayer@anglistik.uni-hannover.de,
http://www.fbils.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm

Bemerkung ELVE-LSF Kodierung: (b, c) AmerA2

Drama and Enlightenment

PHIL-24723, SE, SWS: 2

Ilsemann

Mo, wöchentl., 09:00 - 11:00, 10.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar In this seminar typical drama texts of the time will be analysed. Among them are

Restoration comedies, George Lillo's <The London Merchant>, and John Gay's <The Beggar's Opera>. It is obvious that there are not only typological features of interest but also developments that have their roots in the political, social and cultural changes of the time. Participants are requested to do some research in the topic that will be assigned to them and to give a presentation in class, followed by a substantial paper. Text selections will be available from: <http://hartmut.ilsemann.phil.uni-hannover.de/downloads/>
Prerequisites: intermediate examination Prerequisites for certificate: oral presentation, regular attendance, homework, written paper, final exam Language in class: English For further information: Hartmut.Ilsemann@anglistik.uni-hannover.de or 762-3216

Bemerkung ELVE-LSF Kodierung: S; Sen; (b, c) AngA2

John Milton's <Paradise Lost>

PHIL-24755, SE, SWS: 2

Köhler

Do, wöchentl., 14:00 - 16:00, 13.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar Milton's <Paradise Lost> , published in 1674 in its final form, is probably the most important epic poem in the English language. The story of the fall of Satan and his battle with God for the soul of Adam and Eve exerted an enormous influence on subsequent poets, especially in the Romantic period (e.g. Blake and Shelley). However, Milton's text also looks back to older literature. Apart from the Bible, the epic poems of the ancient Greek and Roman writers were a model for Milton's classicist literary ideals of form and style. <Paradise Lost> is an incredibly complex and multi-layered work. The history of mankind is depicted in light of the central conflict between good and evil and exemplified by the antagonism of God and Satan or the opposition of heaven and hell. This general theme is enriched by a multiplicity of geographic, historical, literary and mythological allusions. In the seminar, we will thoroughly examine key passages of Milton's poem and relate <Paradise Lost> to its historical (Puritanism, Classicism, the Age of Enlightenment) and literary contexts (ranging from Vergil to Spenser). Regarding the ever-present theological questions in <Paradise Lost>, we will take a special look at the character of Satan and try to answer the question of whether Milton indeed was "of the Devil's party without knowing it", as William Blake would have it. Any complete edition of <Paradise Lost> may be used, but I do recommend the edition mentioned below for its annotations and wide scope of extra material. Prerequisites: intermediate exam Prerequisites for certificate: regular participation, presentation, written essay Language in class: English For further information: Koehler@anglistik.uni-hannover.de or 0511/762-2412 Literature: Milton, John. <Paradise Lost>. Ed. Gordon Teskey. New York and London: Norton, 2005. ISBN:0393924289

Bemerkung ELVE-LSF Kodierung: S; Sen; (b) AngA2

Englische Sprachwissenschaft

Corpora and Language Teaching

PHIL-24756, SE, SWS: 2

Römer

Di, wöchentl., 09:00 - 11:00, 11.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar This course is specifically aimed at students intending to enter the teaching field at secondary level. The course will first provide an introduction to some major corpus resources and the central steps in corpus analysis. We will then explore in what ways corpora (i.e. large computerised collections of language data) and corpus tools can be profitably used in the teaching of English as a foreign language. Our explorations will include indirect and direct types of pedagogical corpus applications. That means that we will discuss the use of corpus evidence in language teaching (in particular the effect of corpus evidence on teaching materials), and investigate how learners themselves could work with corpora and concordances in the EFL classroom. To register for this course, please send an email to ute.roemer@anglistik.uni-hannover.de by 10 April 2006. The following book will serve as preparatory reading for anyone interested in taking this course: Hunston, Susan. 2002. <Corpora in Applied Linguistics>. Cambridge: Cambridge University Press (also distributed by Klett Verlag). Additional texts will be made available in a reader at the beginning of the semester. Prerequisite: intermediate exam or required LingF-modules Prerequisites for certificate: regular attendance, active participation, short oral presentation in class (plus handout) [all Studienleistungen]; term paper

[Prüfungsleistung] Language in class: English For further information please contact me at: ute.roemer@anglistik.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: LingA1, LingA2

English in the Caribbean

PHIL-24757, SE, SWS: 2

Sand

Do, wöchentl., 16:00 - 18:00, 13.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar The linguistic situation in the Caribbean is complex ζ there are more languages than there are islands ζ . Standard varieties of English, French or Dutch co-exist with Creole languages which are sometimes not even related to the standard language spoken today, as in Surinam, where standard Dutch and various English-lexifier Creoles are used. In the course of the semester, we ζ ll look at the historical developments that led to the present situation, examine cultural and linguistic aspects of creolisation and analyse data ranging from discussions to broadcast news and from e-mails to literary texts. Prerequisites: intermediate exam or required LingF-modules. Please register for this class at the e-mail address given below before April 10, 2006. Prerequisites for certificate: regular attendance, active participation, reading assignments, a short presentation and a term paper (ca. 20 pages) Language in class: English Further information: andrea.sand@phil.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: LingA1, LingA2

Emotions in Language

PHIL-24758, SE, SWS: 2

Schulze

Di, wöchentl., 11:00 - 13:00, 11.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar Emotions are a crucial element of human existence. People experience emotions both in the physical and in the psychological sphere. Moreover, people are not only able to feel emotions, but also to express emotions, and to speak of emotions. The psychological sphere of feelings has traditionally been considered as the subject matter of philosophers and psychologists, and the expressive aspect has been relegated to literary studies, notably lyrical poetry. The possible contribution from linguistics to this issue seems to be quite obvious: linguists are interested in unravelling how people speak of emotions, how this is done by speakers of various languages, styles and registers, on different occasions and in varying contexts. Thus, a linguist (and the seminar correspondingly) will focus on particular lexical items, particular collocations, or particular syntactic structures. On the level of linguistic expressions as such, it will become apparent that not only can people express their emotions verbally, but that they do it as part of a normal non-literary or non-poetic discourse. Moreover, languages seem to put at their speakers' disposal a considerable number of fully conventionalised ways of doing so. In a nutshell, the seminar will deal with i. the conceptualisation of emotions across cultures: national character through time; ii. different approaches to basic emotions, including love, hate, envy and fear; iii. expressing emotions across languages: grammar and discourse. Course material will be made available in a reader at the beginning of the semester. Prerequisites: intermediate exam Prerequisites for certificate: regular attendance, oral presentation, paper Language in class: English For further information: raischulze@gmx.de

Bemerkung ELVE-LSF Kodierung: LingA1, LingA2

Classroom Discourse and Beyond

PHIL-24761, SE, SWS: 2

Kupetz / Schulze

Do, wöchentl., 11:00 - 13:00, 13.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar The seminar will be a guide to various frameworks, concepts, and methods available for the analysis of discourse within and outside the classroom. It will compare and discuss dominant approaches in the field, including conversational analysis, ethnography of speaking, interactional sociolinguistics, variation theory, speech act theory, pragmatics, structural-functional analysis (Birmingham School) and critical discourse analysis. We will not only consider each approach in isolation or from several standpoints, but we will also illustrate each approach through extensive applications of concrete social, didactic and linguistic problems facing discourse analysts. Course material will be made available in a

reader at the beginning of the semester. The following texts will feature prominently in our seminar: McCarthy, M. J. 1991. <Discourse Analysis for Language Teachers>. Cambridge: Cambridge University Press. Eggins, S. / Slade, D. 1997. <Analysing Casual Conversation>. London: Cassell. Shiffrin, D. 1994. <Approaches to Discourse>. Cambridge, MA: Basil Blackwell. Sinclair, J. / Coulthard, R. M. 1975. <Towards an Analysis of Discourse: The English Used by Teachers and Pupils>. Oxford: Oxford University Press. Prerequisites: intermediate exam Prerequisites for certificate: regular attendance, oral presentation, paper Language in class: English For further information: rita.kupetz@anglistik.uni-hannover.de or raischulze@gmx.de

Bemerkung ELVE-LSF Kodierung: LingA1, LingA2 / DidA1 oder DidA2

Didaktik des Englischen

Poetry in the English Classroom (Sek I/II)

PHIL-24759, SE, SWS: 2

Blell

Di, wöchentl., 14:00 - 16:00, 11.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar Handling poetry is the area of the primary and the secondary English curriculum where teachers feel most uncertain of their knowledge, most uncomfortable about their methods and most guilty about both. The course will present different approaches to teaching poetry. Processes of reading and responding to poetry will be at the centre of discussion. We will discuss methods of analyzing poetry in English language classroom and subsequently promote creative ways of dealing with poetry in a learner- and activity based way. Recommended materials: Benton, P. (1988): <Young Readers Responding to Poems>. London & New York: Potledge. Benton, M. (1992): <Secondary Worlds: Literature Teaching and the Visual Arts>. Open UP. Donnerstag, J. (1989): <Rezeptionstheorie und Literaturdidaktik. Literarische Lesestrategien und rock lyrics im EU>. Essen: Blaue Eule. Glaap, A.-R. et.al. (1993): <Spotlights on Literature>. Ismaning: Hueber. (Poetry) Lennard, J. (1996): <The Poetry Handbook. A Guide to Reading Poetry for Pleasure and Practical Criticism>. OUP. McRae, J. and Pantaleoni, L. (1990): <Chapter & Verse. An Interactive Approach to Literature>. CUP. Nünning, A. (Hg.) (1996): <Englische Literaturwissenschaft. Grundstrukturen des Faches und Methoden der Textanalyse>. Stuttgart: Klett. (Abschnitt Lyrik) Volkmann, L. (1998): <"Poetry". Themenheft. Der Fremdsprachliche Unterricht Englisch>. H. 33. Prerequisites: intermediate exam Prerequisites for certificate: regular attendance, oral presentation, final term paper Language in class: English For further information: Gabriele.Blell@anglistik.uni-hanover.de

Bemerkung ELVE-LSF Kodierung: (b) DidA1 oder DidA2

Planung und Analyse von Englischunterricht

PHIL-24760, SE, SWS: 2

Blell

Do, wöchentl., 09:00 - 11:00, 13.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar Das Seminar ist obligatorisch für alle Lehramtsstudierende. Es ist praktikumsvorbereitend, wenn Sie das Fachpraktikum im Hauptfach Englisch absolvieren, es ist praktikumersetzend, wenn Sie das Praktikum in einem anderen Fach absolvieren. Es werden Aufzeichnungen und Unterricht analysiert und Unterrichtssequenzen geplant. Die Veranstaltung ist stufen- und schulartübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart. Voraussetzungen: Einführung in die Didaktik des Englischen / Zwischenprüfung / 1. Schulpraktikum Voraussetzungen für den Scheinerwerb: Referat /Schriftliche Ausarbeitung eines Unterrichtsentwurfs Unterrichtssprache: Deutsch Weitere Informationen: Gabriele.Blell@anglistik.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: DidA3

Classroom Discourse and Beyond

PHIL-24761, SE, SWS: 2

Kupetz / Schulze

Do, wöchentl., 11:00 - 13:00, 13.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar The seminar will be a guide to various frameworks, concepts, and methods available for

the analysis of discourse within and outside the classroom. It will compare and discuss dominant approaches in the field, including conversational analysis, ethnography of speaking, interactional sociolinguistics, variation theory, speech act theory, pragmatics, structural-functional analysis (Birmingham School) and critical discourse analysis. We will not only consider each approach in isolation or from several standpoints, but we will also illustrate each approach through extensive applications of concrete social, didactic and linguistic problems facing discourse analysts. Course material will be made available in a reader at the beginning of the semester. The following texts will feature prominently in our seminar: McCarthy, M. J. 1991. <Discourse Analysis for Language Teachers>. Cambridge: Cambridge University Press. Eggins, S. / Slade, D. 1997. <Analysing Casual Conversation>. London: Cassell. Shiffrin, D. 1994. <Approaches to Discourse>. Cambridge, MA: Basil Blackwell. Sinclair, J. / Coulthard, R. M. 1975. <Towards an Analysis of Discourse: The English Used by Teachers and Pupils>. Oxford: Oxford University Press. Prerequisites: intermediate exam Prerequisites for certificate: regular attendance, oral presentation, paper Language in class: English For further information: rita.kupetz@anglistik.uni-hannover.de or raischulze@gmx.de

Bemerkung ELVE-LSF Kodierung: LingA1, LingA2 / DidA1 oder DidA2

Planung und Analyse: Für Lehramt Englisch an Berufsbildenden Schulen

PHIL-24762, SE, SWS: 2

Nyhuis

Do, wöchentl., 09:00 - 11:00, 13.04.2006 - 22.07.2006, 1502 - 709 (II 709)

Kommentar Das Seminar ist obligatorisch für alle Lehramtsstudierende (siehe Kommentar Blell: "Planung und Analyse von Englischunterricht"), wird aber hier vor allem für Studierende im Lehramt LbS empfohlen. Es ist praktikumsvorbereitend, wenn Sie das Fachpraktikum im Hauptfach Englisch absolvieren, es ist praktikumersetzend, wenn Sie das Praktikum in einem anderen Fach absolvieren. Es werden Aufzeichnungen und Unterricht analysiert und Unterrichtssequenzen insbesondere für den Englischunterricht an berufsbildenden Schulen geplant. Die KursteilnehmerInnen erarbeiten Planungsentwürfe. Voraussetzungen: Einführung in die Didaktik des Englischen / Zwischenprüfung / 1. Schulpraktikum Voraussetzungen für den Scheinerwerb: Referat /Schriftliche Ausarbeitung eines Unterrichtsentwurfs Unterrichtssprache: Deutsch Weitere Informationen: Nyhuis.Gerling@t-online.de

Bemerkung ELVE-LSF Kodierung: DidA3

Praktika

Fachpraktikum Englisch für das Lehramt an Gymnasien

PHIL-24772, FP

Blell

Bemerkung ELVE-LSF

Examenskolloquien

Repetitorium für Examenskandidat/innen

PHIL-24774, CO, SWS: 2

Just

Do, wöchentl., 14:00 - 16:00, 13.04.2006 - 22.07.2006, 1502 - 608 (II 608)

Kommentar Most students want to review important topics come exam time. If you can identify with this statement, this seminar is the course for you. We will recapitulate and deal with topics like narrative theory, literary epochs and genres, exam questions, theses for oral exams, and so forth. The goal of the course is to prepare you for your exams. Prerequisites: some anxiety whenever you think about the exams Prerequisites for certificate: no certificate awarded in this class Language in class: English For further information: mcjust@gmx.net

Bemerkung ELVE-LSF

Examenskolloquium

PHIL-24775, CO, SWS: 2

Kupetz

Do, wöchentl., 14:00 - 16:00, 13.04.2006 - 22.07.2006, 1502 - 709 (II 709)

Do, Block, 13:00 - 14:00, 20.04.2006 - 20.04.2006, 1502 - 709 (II 709)

Bemerkung ELVE-LSF

Examenskolloquium

PHIL-24776, CO, SWS: 2

Mayer

Di, wöchentl., 18:00 - 20:00, 11.04.2006 - 22.07.2006, 1502 - 613 (II 613)

Kommentar Dieses Kolloquium soll Doktoranden der American Studies die Möglichkeit geben, ihre Projekte im kleinen und privaten Kreis vorzustellen und zu diskutieren.

Bemerkung ELVE-LSF Kodierung: Nach Absprache, auf persönliche Einladung

Examenskolloquium

PHIL-24777, CO, SWS: 2

Schulze

Mo, wöchentl., 14:00 - 16:00, 10.04.2006 - 22.07.2006, 1502 - 709 (II 709)

Kommentar The colloquium is intended as a preparatory course for students who will take their written and/or oral exams in linguistics in the foreseeable future. We will discuss any questions relating to form, substance and organization of the thesis and the written and oral examinations. Students are encouraged to suggest topics for general discussion as well as areas which are of more individual interest. Since the structure of the course is informal, we should be able to cover a variety of questions and to structure the course according to the wishes of the participants. Suggestions for readings will be made in the course. Prerequisites: advanced knowledge in linguistics, final year of studies Language in class: English / German For further information: raischulze@gmx.de

Bemerkung ELVE-LSF

Doktorandenkolloquien

Doktorandenkolloquium

PHIL-24779, CO, SWS: 2

Blell / Rohloff

Bemerkung ELVE-LSF

Doktorandenkolloquium

PHIL-24780, CO, SWS: 2

Mayer

Bemerkung ELVE-LSF

Sonderveranstaltungen

BA Studiengang (Modulübersicht im SoSe 2006)

LingF1

Introduction to Linguistics

PHIL-24606, SE, SWS: 2

Römer

Mi, wöchentl., 09:00 - 11:00, 19.04.2006 - 22.07.2006, 1502 - 003 (II 003)

Kommentar This course provides a general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on four of the major areas in the study of linguistics: morphology, syntax, semantics, and pragmatics. Time permitting, we will also briefly look at historical, social, psychological, and textual dimensions of linguistic analysis. The following textbook will be used in class and is recommended for purchase: Finegan, Edward. 2004. <Language: Its Structure and Use>. 4th edition. Boston: Thomson Wadsworth. ISBN: 0-8384-0794-3 (pb). Please make sure you order your copy of the book asap. If you have problems getting hold of the book, please get in touch with me at ute.roemer@anglistik.uni-hannover.de Prerequisites: none Prerequisites for certificate: regular attendance, active participation in class, homework assignments,

end of term test (all Studienleistungen) Language in class: English For further information please contact me at: ute.roemer@anglistik.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: LingF1

Introduction to Linguistics

PHIL-24608, SE, SWS: 2

Sand

Do, wöchentl., 09:00 - 11:00, 20.04.2006 - 22.07.2006, 1502 - 003 (II 003)

Kommentar This course is designed to provide a general introduction to English linguistics. It is mainly concerned with familiarizing students with the core areas of linguistic study, such as morphology, syntax and semantics, but will also introduce historical, social, textual and pragmatic dimensions of linguistic study. We will discuss the major concepts and terms used in linguistic analysis and apply them to data in the form of exercises and text analysis. The textbook mentioned below will be used in class and is highly recommended for purchase. Please make sure to obtain a copy of the textbook before the beginning of the semester. Prerequisites: none Prerequisites for certificate: regular attendance, active participation, reading assignments and written home work assignment, final exam [Studienleistungen]. Exam covering LingF1 and LingF2 as Prüfungsleistung. Language in class: English Further information: andrea.sand@phil.uni-hannover.de Textbook: Finegan, Edward. <Language & Its Structure and Use>. 4th edition. Boston: Heinle, 2003. (ISBN 0-8384-0794-3)

Bemerkung ELVE-LSF Kodierung: LingF1

LingF2

The Spread of English II

PHIL-24582, TV, SWS: 2

Sand

Fr, wöchentl., 11:00 - 13:00, 21.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar This lecture charts the spread of English during the era of British colonial expansion and more recently US-led internationalisation and globalisation. From a language spoken by a few million people in Britain in 1600, English has developed into a global language. This has led to interesting linguistic developments & such as the emergence of new standard varieties or the rise of English-lexifier pidgins and creoles in situations of contact between English colonisers and non-European communities. Part II of the lecture is concerned with the spread of English into Africa, Asia and the Pacific. We will look at the Southern Hemisphere varieties Australian and New Zealand English, as well as general issues of language contact and effects of this development on the indigenous languages. Prerequisites: none Prerequisites for certificate (BA students): regular attendance, final exam Language in class: English Further information: andrea.sand@phil.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: Sen; LingF2

LingF3 (Übung)

Phonetics

PHIL-24612, SE, SWS: 2

Menis

Mo, wöchentl., 11:00 - 12:00, 24.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Bemerkung ELVE-LSF

Phonetics

PHIL-24614, SE, SWS: 2

Menis

Mo, wöchentl., 12:00 - 13:00, 24.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Bemerkung ELVE-LSF

Phonetics

PHIL-24615, SE, SWS: 2

Menis

Mo, wöchentl., 15:00 - 16:00, 24.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Bemerkung ELVE-LSF

LingF4

Introduction to Phonetics and Phonology

PHIL-24609, SE, SWS: 2

Kolbe

Fr, wöchentl., 11:00 - 13:00, 21.04.2006 - 22.07.2006, 1502 - 003 (II 003)

Kommentar This course will deal with one of the basic features in language: sound in speech. During the first weeks we will be concerned with phonetics, the science which studies the characteristics of human sound production and provides methods for their description, classification and transcription. We will look in detail at the transcription system used for the written representation of speech: the International Phonetic Alphabet (IPA). In the second half of the semester we will deal with phonology, i.e. the branch of linguistics which studies the sound systems of languages. Prerequisites for certificate: regular attendance, participation at 'Phonetics' classes, active participation [all Studienleistungen]; final exam [Studien- und Prüfungsleistung]. Textbook: Skandera, Paul, Peter Burleigh 2005. <A manual of English phonetics and phonology>. Tübingen: Narr.

Bemerkung ELVE-LSF Kodierung: LingF4

LingF5

Conversation Analysis

PHIL-24633, SE, SWS: 2

Kolbe

Di, wöchentl., 14:00 - 16:00, 11.04.2006 - 22.07.2006, 1502 - 709 (II 709)

Kommentar In order to register for this course you need to send an email to daniela.kolbe@phil.uni-hannover.de by April 10th, 2006! The purpose of this course is to introduce students to theories and methods of conversation analysis as applied to dialogic or multi-party discourse. The course will provide reading and discussion of a variety of approaches to the analysis of conversational discourse. We will also practise and try out these approaches on the basis of authentic conversation transcripts. Topics will include discourse topic, turn-taking, adjacency pairs, repair, footing/positioning, conversational style, involvement strategies, politeness, humour, and discourse markers. Reading material will be made available in the first session. Prerequisites for certificate: regular attendance, active participation, short oral presentation in class (plus handout) [all Studienleistungen]; final exam [Prüfungsleistung] Language in class: English

Bemerkung ELVE-LSF Kodierung: LingF5

Pidgins and Creoles

PHIL-24636, SE, SWS: 2

Sand

Fr, wöchentl., 09:00 - 11:00, 21.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar Many people consider pidgins and creoles special and unique languages because of the fact that they display a number of features. Regardless of the lexical source languages they develop from, they tend to have very similar grammatical structures. They are also comparatively young languages, going back no more than a few hundred years, but relatively well-documented. They thus provide insights into processes of linguistic change. In this class, we will look at a variety of English-lexifier pidgins and creoles from the Atlantic and the Pacific region, such as Jamaican Creole or Tok Pisin, and discuss various theoretical models to explain their origins and their most salient linguistic features. The textbook mentioned below will be used in class and is recommended for purchase. In addition, a reader will be provided in the reference section of the library. Prerequisites: Introduction to Linguistics, Please register for this class at the e-mail address given below before April 10, 2006. Prerequisites for certificate: regular attendance, active participation, one oral presentation [Studienleistungen], final exam [Prüfungsleistung] Language in class: English Further information: andrea.sand@phil.uni-hannover.de Textbook: Mühlhäusler, Peter. <Pidgin and Creole Linguistics - Expanded and revised edition> (Westminster Creolistics Series - 3). London: Battlebridge Publications, 1997 ISBN 1 85919 083 9

Bemerkung ELVE-LSF Kodierung: LingF5

Morphology

PHIL-24638, SE, SWS: 2

Schulze

Mo, wöchentl., 11:00 - 13:00, 10.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar This course will offer students an introduction to the study of word structure that starts at the very beginning. Assuming no substantial knowledge of the field of morphology on the part of the students, the course will present a broad range of morphological phenomena from a wide variety of languages (with a clear emphasis on English, of course). Starting with the core areas of inflection and derivation, we will also present the interfaces between morphology and syntax and morphology and phonology. The synchronic study of word structure will be covered as well as the phenomena of diachronic change such as analogy and grammaticalization. The following book will be used in class: Haspelmath, Martin. 2002 <Understanding Morphology>. London: Arnold. Prerequisites: Introduction to Linguistics Prerequisites for certificate: regular attendance, written test Language in class: English For further information: raischulze@gmx.de

Bemerkung ELVE-LSF Kodierung: LingF5

LingA1

Corpora and Language Teaching

PHIL-24756, SE, SWS: 2

Römer

Di, wöchentl., 09:00 - 11:00, 11.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar This course is specifically aimed at students intending to enter the teaching field at secondary level. The course will first provide an introduction to some major corpus resources and the central steps in corpus analysis. We will then explore in what ways corpora (i.e. large computerised collections of language data) and corpus tools can be profitably used in the teaching of English as a foreign language. Our explorations will include indirect and direct types of pedagogical corpus applications. That means that we will discuss the use of corpus evidence in language teaching (in particular the effect of corpus evidence on teaching materials), and investigate how learners themselves could work with corpora and concordances in the EFL classroom. To register for this course, please send an email to ute.roemer@anglistik.uni-hannover.de by 10 April 2006. The following book will serve as preparatory reading for anyone interested in taking this course: Hunston, Susan. 2002. <Corpora in Applied Linguistics>. Cambridge: Cambridge University Press (also distributed by Klett Verlag). Additional texts will be made available in a reader at the beginning of the semester. Prerequisite: intermediate exam or required LingF-modules Prerequisites for certificate: regular attendance, active participation, short oral presentation in class (plus handout) [all Studienleistungen]; term paper [Prüfungsleistung] Language in class: English For further information please contact me at: ute.roemer@anglistik.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: LingA1, LingA2

English in the Caribbean

PHIL-24757, SE, SWS: 2

Sand

Do, wöchentl., 16:00 - 18:00, 13.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar The linguistic situation in the Caribbean is complex ζ there are more languages than there are islands ζ . Standard varieties of English, French or Dutch co-exist with Creole languages which are sometimes not even related to the standard language spoken today, as in Surinam, where standard Dutch and various English-lexifier Creoles are used. In the course of the semester, we ζ ll look at the historical developments that led to the present situation, examine cultural and linguistic aspects of creolisation and analyse data ranging from discussions to broadcast news and from e-mails to literary texts. Prerequisites: intermediate exam or required LingF-modules. Please register for this class at the e-mail address given below before April 10, 2006. Prerequisites for certificate: regular attendance, active participation, reading assignments, a short presentation and a term paper (ca. 20 pages) Language in class: English Further information: andrea.sand@phil.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: LingA1, LingA2

Emotions in Language

PHIL-24758, SE, SWS: 2

Schulze

Di, wöchentl., 11:00 - 13:00, 11.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar Emotions are a crucial element of human existence. People experience emotions both in the physical and in the psychological sphere. Moreover, people are not only able to feel emotions, but also to express emotions, and to speak of emotions. The psychological sphere of feelings has traditionally been considered as the subject matter of philosophers and psychologists, and the expressive aspect has been relegated to literary studies, notably lyrical poetry. The possible contribution from linguistics to this issue seems to be quite obvious: linguists are interested in unravelling how people speak of emotions, how this is done by speakers of various languages, styles and registers, on different occasions and in varying contexts. Thus, a linguist (and the seminar correspondingly) will focus on particular lexical items, particular collocations, or particular syntactic structures. On the level of linguistic expressions as such, it will become apparent that not only can people express their emotions verbally, but that they do it as part of a normal non-literary or non-poetic discourse. Moreover, languages seem to put at their speakers' disposal a considerable number of fully conventionalised ways of doing so. In a nutshell, the seminar will deal with i. the conceptualisation of emotions across cultures: national character through time; ii. different approaches to basic emotions, including love, hate, envy and fear; iii. expressing emotions across languages: grammar and discourse. Course material will be made available in a reader at the beginning of the semester. Prerequisites: intermediate exam Prerequisites for certificate: regular attendance, oral presentation, paper Language in class: English For further information: raischulze@gmx.de

Bemerkung ELVE-LSF Kodierung: LingA1, LingA2

Classroom Discourse and Beyond

PHIL-24761, SE, SWS: 2

Kupetz / Schulze

Do, wöchentl., 11:00 - 13:00, 13.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar The seminar will be a guide to various frameworks, concepts, and methods available for the analysis of discourse within and outside the classroom. It will compare and discuss dominant approaches in the field, including conversational analysis, ethnography of speaking, interactional sociolinguistics, variation theory, speech act theory, pragmatics, structural-functional analysis (Birmingham School) and critical discourse analysis. We will not only consider each approach in isolation or from several standpoints, but we will also illustrate each approach through extensive applications of concrete social, didactic and linguistic problems facing discourse analysts. Course material will be made available in a reader at the beginning of the semester. The following texts will feature prominently in our seminar: McCarthy, M. J. 1991. <Discourse Analysis for Language Teachers>. Cambridge: Cambridge University Press. Eggins, S. / Slade, D. 1997. <Analysing Casual Conversation>. London: Cassell. Shiffrin, D. 1994. <Approaches to Discourse>. Cambridge, MA: Basil Blackwell. Sinclair, J. / Coulthard, R. M. 1975. <Towards an Analysis of Discourse: The English Used by Teachers and Pupils>. Oxford: Oxford University Press. Prerequisites: intermediate exam Prerequisites for certificate: regular attendance, oral presentation, paper Language in class: English For further information: rita.kupetz@anglistik.uni-hannover.de or raischulze@gmx.de

Bemerkung ELVE-LSF Kodierung: LingA1, LingA2 / DidA1 oder DidA2

LingA2

Corpora and Language Teaching

PHIL-24756, SE, SWS: 2

Römer

Di, wöchentl., 09:00 - 11:00, 11.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar This course is specifically aimed at students intending to enter the teaching field at secondary level. The course will first provide an introduction to some major corpus resources and the central steps in corpus analysis. We will then explore in what ways corpora (i.e. large computerised collections of language data) and corpus tools can be

profitably used in the teaching of English as a foreign language. Our explorations will include indirect and direct types of pedagogical corpus applications. That means that we will discuss the use of corpus evidence in language teaching (in particular the effect of corpus evidence on teaching materials), and investigate how learners themselves could work with corpora and concordances in the EFL classroom. To register for this course, please send an email to ute.roemer@anglistik.uni-hannover.de by 10 April 2006. The following book will serve as preparatory reading for anyone interested in taking this course: Hunston, Susan. 2002. <Corpora in Applied Linguistics>. Cambridge: Cambridge University Press (also distributed by Klett Verlag). Additional texts will be made available in a reader at the beginning of the semester. Prerequisite: intermediate exam or required LingF-modules Prerequisites for certificate: regular attendance, active participation, short oral presentation in class (plus handout) [all Studienleistungen]; term paper [Prüfungsleistung] Language in class: English For further information please contact me at: ute.roemer@anglistik.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: LingA1, LingA2

English in the Caribbean

PHIL-24757, SE, SWS: 2

Sand

Do, wöchentl., 16:00 - 18:00, 13.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar The linguistic situation in the Caribbean is complex; there are more languages than there are islands. Standard varieties of English, French or Dutch co-exist with Creole languages which are sometimes not even related to the standard language spoken today, as in Surinam, where standard Dutch and various English-lexifier Creoles are used. In the course of the semester, we will look at the historical developments that led to the present situation, examine cultural and linguistic aspects of creolisation and analyse data ranging from discussions to broadcast news and from e-mails to literary texts. Prerequisites: intermediate exam or required LingF-modules. Please register for this class at the e-mail address given below before April 10, 2006. Prerequisites for certificate: regular attendance, active participation, reading assignments, a short presentation and a term paper (ca. 20 pages) Language in class: English Further information: andrea.sand@phil.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: LingA1, LingA2

Emotions in Language

PHIL-24758, SE, SWS: 2

Schulze

Di, wöchentl., 11:00 - 13:00, 11.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar Emotions are a crucial element of human existence. People experience emotions both in the physical and in the psychological sphere. Moreover, people are not only able to feel emotions, but also to express emotions, and to speak of emotions. The psychological sphere of feelings has traditionally been considered as the subject matter of philosophers and psychologists, and the expressive aspect has been relegated to literary studies, notably lyrical poetry. The possible contribution from linguistics to this issue seems to be quite obvious: linguists are interested in unravelling how people speak of emotions, how this is done by speakers of various languages, styles and registers, on different occasions and in varying contexts. Thus, a linguist (and the seminar correspondingly) will focus on particular lexical items, particular collocations, or particular syntactic structures. On the level of linguistic expressions as such, it will become apparent that not only can people express their emotions verbally, but that they do it as part of a normal non-literary or non-poetic discourse. Moreover, languages seem to put at their speakers' disposal a considerable number of fully conventionalised ways of doing so. In a nutshell, the seminar will deal with i. the conceptualisation of emotions across cultures: national character through time; ii. different approaches to basic emotions, including love, hate, envy and fear; iii. expressing emotions across languages: grammar and discourse. Course material will be made available in a reader at the beginning of the semester. Prerequisites: intermediate exam Prerequisites for certificate: regular attendance, oral presentation, paper Language in class: English For further information: raischulze@gmx.de

Bemerkung ELVE-LSF Kodierung: LingA1, LingA2

Classroom Discourse and Beyond

PHIL-24761, SE, SWS: 2

Kupetz / Schulze

Do, wöchentl., 11:00 - 13:00, 13.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar The seminar will be a guide to various frameworks, concepts, and methods available for the analysis of discourse within and outside the classroom. It will compare and discuss dominant approaches in the field, including conversational analysis, ethnography of speaking, interactional sociolinguistics, variation theory, speech act theory, pragmatics, structural-functional analysis (Birmingham School) and critical discourse analysis. We will not only consider each approach in isolation or from several standpoints, but we will also illustrate each approach through extensive applications of concrete social, didactic and linguistic problems facing discourse analysts. Course material will be made available in a reader at the beginning of the semester. The following texts will feature prominently in our seminar: McCarthy, M. J. 1991. <Discourse Analysis for Language Teachers>. Cambridge: Cambridge University Press. Eggins, S. / Slade, D. 1997. <Analysing Casual Conversation>. London: Cassell. Shiffrin, D. 1994. <Approaches to Discourse>. Cambridge, MA: Basil Blackwell. Sinclair, J. / Coulthard, R. M. 1975. <Towards an Analysis of Discourse: The English Used by Teachers and Pupils>. Oxford: Oxford University Press. Prerequisites: intermediate exam Prerequisites for certificate: regular attendance, oral presentation, paper Language in class: English For further information: rita.kupetz@anglistik.uni-hannover.de or raischulze@gmx.de

Bemerkung ELVE-LSF Kodierung: LingA1, LingA2 / DidA1 oder DidA2

AngF1

Introduction to Literary Analysis

PHIL-24605, SE, SWS: 2

Ilseemann

Fr, wöchentl., 09:00 - 11:00, 21.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Kommentar In this seminar we will deal with plays, poems and prose fiction, each type represented by textual examples. We will establish the distinctive features of each type of text, and also consider what they have in common. The main focus will be on questions of analysis & the communication model plays an important role here, as does the concept of point-of-view. Verse and metre will become familiar terms. The theoretical and formal concepts will be explained with textual evidence and then used to describe text passages. As well as doing weekly homework, every participant will present a topic in class as the basis for a paper that will be graded. The formal requirements for writing a paper successfully will also be discussed in detail. There will be a final test for BA-students. The material required for the course is available from my reserve shelf in the library and should be copied beforehand. Alternatively, it is possible to download the manuscript from the homepage: <http://hartmut.ilseemann.phil.uni-hannover.de/downloads/> Prerequisites: TOEFL-Test Prerequisites for certificate: oral presentation, regular attendance, homework, written paper, final exam Language in class: English For further information: Hartmut.Ilseemann@anglistik.uni-hannover.de or 762-3216

Bemerkung ELVE-LSF Kodierung: AngF1

AngF3

Survey of British Literature

PHIL-24573, TV, SWS: 2

Köhler

Mo, wöchentl., 14:00 - 16:00, 10.04.2006 - 22.07.2006, 1502 - 003 (II 003)

Kommentar This lecture class provides students with an introductory overview of the history of English literature from the very beginnings up to the 20th century. It will trace the emergence and general development of poetry, prose and drama through the centuries, but will also highlight specific writers and works. Cultural contexts will be discussed where necessary. It is my intention to provide a balanced representation of the various historical periods, but considering the amount of time available, this survey will necessarily be selective and should rather be seen as a starting-point for individual studies. There are many books about the history of English literature, all of which have their advantages and disadvantages, but for general reference I can recommend the text mentioned below.

Those participants studying for a BA/MA degree are required to do four easy take-home quizzes in order to fulfil their "Studienleistungen". Prerequisites: none Prerequisites for certificate: take-home quizzes, regular attendance Language in class: English For further information: Koehler@anglistik.uni-hannover.de or 0511/762-2412 Seeber, Hans-Ulrich (Hrsg.). <Englische Literaturgeschichte>. Stuttgart: Metzler, 1999. ISBN: 3476020355

Bemerkung ELVE-LSF Kodierung: Sen / StG; AngF3

AngF3

AngF4

Shakespeare's <King Lear>

PHIL-24628, SE, SWS: 2

Bennett

Di, wöchentl., 16:00 - 18:00, 11.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar <King Lear> is one of Shakespeare's major tragedies; many regard it as his greatest. It is certainly a formidable and often disturbing play, whose themes of madness, geriatry, and cruelty ("man's inhumanity to man") are capable of powerful resonance today. The seminar will present a variety of interpretations and critical approaches. Among other aspects, we shall consider the performance history of the play, the "improvement" it received between 1681 and 1845, and the surprising indeterminability of the original text, which was printed in different versions in Shakespeare's time. Indeed, if students were to bring along whatever modern edition of the play they could get hold of, we would find serious discrepancies between the different versions. We would not all be reading the same play. For that reason, participants are strongly recommended to buy the latest Oxford Shakespeare edition of <King Lear>, edited by Stanley Wells, (ISBN 0-19-283992-6). It is also necessary to have read the play before the first meeting. Prerequisites: to have read the play before the first meeting Prerequisites for certificate: presentation and term paper Language in class: English For further information: bennett@anglistik.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: (b) AngF4

Nature in Poems from Milton to Wordsworth

PHIL-24630, SE, SWS: 2

Ilsemann

Do, wöchentl., 14:00 - 16:00, 13.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Kommentar Ever since Renaissance times poets have looked back to antiquity for models to express nature, but with the rise of science and developments in society and philosophy, a new way of looking at nature developed, and this gained entry to poetical views. In this seminar we will look at these changes. Starting with Milton, then going on to neo-classicism, we will eventually come to pre-romantic notions of nature in poetry, before we finally strike a blow for Romanticism. There will be plenty of examples, and as poetic form changes just as much as content, this gives us an excellent opportunity for describing these changes. Participants are requested to prepare weekly poetry texts thoroughly and to present topics in class, giving background information or interpretations of selected texts. Regular participation and a written paper are prerequisites for a Schein. Text selections will be available from: <http://hartmut.ilsemann.phil.uni-hannover.de/downloads/> Prerequisites: none Prerequisites for certificate: oral presentation, regular attendance, homework, written paper, final exam Language in class: English For further information: Hartmut.Ilsemann@anglistik.uni-hannover.de or 762-3216

Bemerkung ELVE-LSF Kodierung: S; Sen; (b, c) AngF4

AngF5

Anniversaries

PHIL-24620, SE, SWS: 2

Czypull

Mi, wöchentl., 11:00 - 13:00, 12.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar 2005 was a year full of anniversaries, historical events that people in Britain

commemorated in particular. 400 years ago Guy Fawkes and his conspirators tried to blow up Parliament in the Gunpowder Plot. 200 years ago Britain gained naval supremacy over Spain and France in the Battle of Trafalgar. And 60 years ago World War Two ended. Every year on the Sunday nearest to 11th November the British commemorate Armistice Day, the end of World War One, and supposedly this year people will remember the 200th birthday of Isambard Kingdom Brunel, one of Britain's most able engineers. Last but not least it has been 40 years since the English won the football world championships at Wembley. Why do people look back on history by celebrating the past (ex-servicemen return to the beaches of northern France, naval parades celebrate Lord Nelson)? What does the past tell us? Is there some common-sense approach behind all this, something that makes us believe that tradition, heritage and the recurring celebration of historic events are things on which national identity is founded? The seminar is designed to discuss arguments and find answers to these questions. We shall look at how anniversaries are mediated. This seminar will also examine historical events, for these form the wider context in which the anniversaries are embedded. Prerequisites: interest in British history and culture. Some knowledge on British social and political history would be appreciated. Language in Class: English For further information: Martin.Czypull@anglistik.uni-hannover.de Select Bibliography: - Hobsbawm, Eric, Ranger, Terence (eds.) (1983) <The Invention of Tradition>. Cambridge: CUP. - Gregory, Adrian (1994) <The Silence of Memory. Armistice Day 1919-1946>. Oxford. - Lloyd, David William (1998). <Battlefield Tourism. Pilgrimage and the commemoration of the Great War in Britain, Australia and Canada 1919-1939>. Oxford. - Fraser, Antonia (1995). <The Gunpowder Plot: Terror and Faith i

Bemerkung ELVE-LSF Kodierung: (a, c, d) AngF5

AngA1

National Identity and Its Representations in Modern British Culture

PHIL-24649, SE, SWS: 2

Bennett

Fr, wöchentl., 14:00 - 16:00, 21.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Kommentar National identity and what people understand by it is never a simple matter, perhaps especially so in Britain. There are five distinct nations in the British-Irish Isles; there are smaller islands from the Shetlands to the Channel Islands, whose inhabitants may not identify with any of the five bigger nations; and there are millions of citizens whose ethnic origins are somewhere else and who may or may not take different attitudes to national identity. We shall begin by exploring theories of identity, of nation and of representation. We shall then apply these to concrete manifestations of national identity in modern Britain. These might be found in sport, music, museums, literature, war, politics, multiculturalism, cinema, history-teaching in schools, tourism, the heritage industries, and many other areas. The list is flexible and open to negotiation. Source material will be made available to participants. Prerequisites: intermediate exam Prerequisites for certificate: presentation and term paper Language in class: English For further information: bennett@anglistik.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: (b, d) AngA1

From Merchantilism to Laissez Faire: Economic Change and Economic Thought in 17th & 18th Century Britain

PHIL-24935, SE, SWS: 2

Rohloff

Fr, wöchentl., 11:00 - 13:00, 21.04.2006 - 22.07.2006, 1502 - 709 (II 709)

Kommentar The industrialization of Britain in the later 18th and early 19th centuries is usually considered as the most important watershed in the economic history not only of Britain, but of the world. Indeed, the so-called "Industrial Revolution" involved a fundamental and irreversible change in the structure of the economy, a deployment of resources away from agriculture into manufacturing and distributive industries and sustained economic growth of an altogether new kind. However, the economic changes that preceded the Industrial Revolution were, by no means, less significant since they provided the essential conditions of this long process of transformation. Reaching back into the late 16th century when, thanks to earlier exploration and the voyages of the "chartered companies", English trade was first expanding beyond the boundaries of Europe, a complex of

interconnected developments already began to undermine the traditional economic system along with the inherited structures of society, thus gradually dissolving the foundations of medieval feudalism. From the 1650s and notably in the early decades of the 18th century, the "Agricultural Revolution", itself a highly complex cluster of changes, stimulated increased production and cost-reducing technical and organizational innovations which proved not only a forerunner but ultimately also an essential part of the process of industrialization which gained pace after 1760. These developments which effected a fundamental transformation of Britain's economic system were accompanied by the spread of a large body of writing on economic issues. The monopolies granted to the chartered companies soon aroused severe criticism which released a considerable number of pamphlets and scholarly studies. Controversy continued throughout the period. Thus, the predominance of mercantilism (although never fully established in Britain) gave way to the demand for "Free Trade", long before Adam Smith, in his famous book <The Wealth of Nat

Bemerkung ELVE-LSF Kodierung: S; Sen; (c) AngA1

AngA2

Drama and Enlightenment

PHIL-24723, SE, SWS: 2

Ilsemann

Mo, wöchentl., 09:00 - 11:00, 10.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar In this seminar typical drama texts of the time will be analysed. Among them are Restoration comedies, George Lillo's <The London Merchant>, and John Gay's <The Beggar's Opera>. It is obvious that there are not only typological features of interest but also developments that have their roots in the political, social and cultural changes of the time. Participants are requested to do some research in the topic that will be assigned to them and to give a presentation in class, followed by a substantial paper. Text selections will be available from: <http://hartmut.ilsemann.phil.uni-hannover.de/downloads/>
Prerequisites: intermediate examination Prerequisites for certificate: oral presentation, regular attendance, homework, written paper, final exam Language in class: English For further information: Hartmut.Ilsemann@anglistik.uni-hannover.de or 762-3216

Bemerkung ELVE-LSF Kodierung: S; Sen; (b, c) AngA2

John Milton's <Paradise Lost>

PHIL-24755, SE, SWS: 2

Köhler

Do, wöchentl., 14:00 - 16:00, 13.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar Milton's <Paradise Lost>, published in 1674 in its final form, is probably the most important epic poem in the English language. The story of the fall of Satan and his battle with God for the soul of Adam and Eve exerted an enormous influence on subsequent poets, especially in the Romantic period (e.g. Blake and Shelley). However, Milton's text also looks back to older literature. Apart from the Bible, the epic poems of the ancient Greek and Roman writers were a model for Milton's classicist literary ideals of form and style. <Paradise Lost> is an incredibly complex and multi-layered work. The history of mankind is depicted in light of the central conflict between good and evil and exemplified by the antagonism of God and Satan or the opposition of heaven and hell. This general theme is enriched by a multiplicity of geographic, historical, literary and mythological allusions. In the seminar, we will thoroughly examine key passages of Milton's poem and relate <Paradise Lost> to its historical (Puritanism, Classicism, the Age of Enlightenment) and literary contexts (ranging from Vergil to Spenser). Regarding the ever-present theological questions in <Paradise Lost>, we will take a special look at the character of Satan and try to answer the question of whether Milton indeed was "of the Devil's party without knowing it", as William Blake would have it. Any complete edition of <Paradise Lost> may be used, but I do recommend the edition mentioned below for its annotations and wide scope of extra material. Prerequisites: intermediate exam Prerequisites for certificate: regular participation, presentation, written essay Language in class: English For further information: Koehler@anglistik.uni-hannover.de or 0511/762-2412 Literature: Milton, John. <Paradise Lost>. Ed. Gordon Teskey. New York and London: Norton, 2005. ISBN:0393924289

Bemerkung ELVE-LSF Kodierung: S; Sen; (b) AngA2

*AmerF3***American Literature and Culture from the 1830s to the Present**

PHIL-24572, TV, SWS: 2

Mayer

Mo, wöchentl., 11:00 - 13:00, 10.04.2006 - 22.07.2006, 1502 - 003 (II 003)

Mi, wöchentl., 14:00 - 15:00, 12.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar This survey class starts where my lecture in the winter semester ended. It will provide an overview of major texts and contexts of American literature and culture in the nineteenth and twentieth century, focusing on the interactions between high culture and popular culture, minorities and the mainstream, marginalized groups and powerful parties in order to get a grip on cultural developments from the American Renaissance to Postmodernism. A reader with course material will be made available at the beginning of the class. For general reference (not only for this class) I recommend buying <Metzler Amerikanische Literaturgeschichte>, ed. Hubert Zapf (Stuttgart: Metzler, 1996) and <The Enduring Vision. A History of the American People>, ed. Boyer, Clark et al. (Lexington: D.C. Heath, 2000). Both are standard textbooks. Please note that the lecture will be accompanied by a tutorial (which is compulsory for B.A. students), taught by Florian Groß. The tutorial will allow for more detailed discussions of the texts and developments presented in class and will help to prepare for the combined exam (Prüfungsleistung) at the end of the semester. Please check our homepage for updated information about this class: http://www.fbils.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm. Tutorial Groß starting on: 12.04.06, 14.00-15.00, room 609 Prerequisites: none Prerequisites for certificate: regular attendance, preparation, minutes (Studienleistungen), written exam (Prüfungsleistung) Language in class: English For further information: ruth.mayer@anglistik.uni-hannover.de, http://www.fbils.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm

Bemerkung ELVE-LSF Veranstalter auch: Groß Kodierung: Sen; AmerF3

*AmerF4***Things. Material Objects in U.S. Literature and Culture from Uncle Tom to Sister Carrie**

PHIL-24621, SE, SWS: 2

Krah

Fr, wöchentl., 11:00 - 13:00, 21.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar In the second half of the 19th century, the U.S. experienced dramatic changes, not the least in the nature of the manufacturing, transportation, marketing and consumption of material goods. What did these goods signify to those who made/sold/bought/consumed them? What did they mean for a people who constantly redefined their place? In this class we will look at the ways the material world figures in fictional and non-fictional texts from the late 1860s to the turn of the century. We shall follow up changing understandings of the material world as we encounter `things¿ in a myriad of forms in these texts; things such as household objects, art, fashion, food, architecture, and money. The following novels must be purchased before the start of the semester: Louisa May Alcott <Little Women> (1869), William Dean Howells <The Rise of Silas Lapham> (1885), Theodore Dreiser <Sister Carrie> (1901). All three novel are available at www.amazon.de. Excerpts from further texts and additional course material will be offered in a reader at the start of the semester. Please be prepared to pay approx. ¿ 10 for this reader. Prerequisites: none Prerequisites for certificate: regular attendance, presentation in class, term paper Language in class: English For further information: Barbara.Krah@anglistik.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: Sen; (b, c) AmerF4

Emily Dickinson: Amherst, New England, and Her Cosmos

PHIL-24626, SE, SWS: 2

Schneller

Mi, wöchentl., 09:00 - 11:00, 12.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Kommentar Although during her life (1830-1886) less than a dozen of Emily Dickinson's poems were published and no one arguably knew about her extensive oeuvre, since her death more than 1,700 poems have been published, albeit in various forms and editions. Oscillating

between the late American Renaissance and Modernism, Dickinson has been declared one of the founders of the American poetic tradition as well as the founder of a women's poetic tradition in America. In this class, we will consider why Dickinson's work enjoys canonical status and why Dickinson studies continue to thrive. For many years, literary scholarship about Dickinson's work was clouded by biographical 'myths,' which still endure, about an agoraphobic, lovesick spinster wearing a white dress. However, in this class, we will forgo the 'myths' and instead work on interpreting Dickinson's poems based on a close reading approach and literary theories, e.g., cultural and feminist criticism. In particular, we will consider how the poems reflect and refract the poet's domestic and local surroundings, uphold and subvert social norms in late nineteenth-century New England and America as well as construct and deconstruct understandings of the individual's position in the universe. Because of the complexity and vast quantity of Dickinson's poems, we will focus on a relatively small sampling of her poems. However, students still need to purchase <The Complete Poems of Emily Dickinson>, edited by Thomas H. Johnson (ISBN: 0316184136), and bring it to the first class. Prerequisites: none Prerequisites for certificate: regular attendance, short writing assignments, short presentation, term paper (10-12 pages) Language in class: English For further information: jill.schneller@phil.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: (b, c, d) AmerF4

AmerF5

"Wild, Wild West": Representations of the American West

PHIL-24622, SE, SWS: 2

Künnemann

Di, wöchentl., 11:00 - 13:00, 11.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar "I'm a cowboy, on a steel horse I ride, I'm wanted dead or alive." When Jon Bon Jovi sang these lyrics in his song Dead or Alive, the bandleader relied on the well-established image of the American cowboy who, as a loner, fights for freedom and justice against all odds (and enemies) in the Wild West. Similarly, many other popular representations (in film, advertisements, fiction, and music) evoke the same spirit and imagery. Of all American regions, the West was and remains the most intensely (and stereotypically) mythologized. It has produced such national archetypes as the cowboy, the loner, or the trapper & a strong, virile man, for the most part, who was out in the West to find a space remote from an alleged over-civilization in the east, to conquer a "virgin land" (from native Americans) & the heart of a woman who looked up to him as her truly masculine hero. Thus, the West was (and still is) envisaged as the epitome of American manhood and national identity. But does this image correspond to reality in the American West of the 19th and 20th century? In this class we will be concerned with the question of how the West was/is defined and redefined, reinforced and challenged in literary, cultural, and filmic representations, and we shall read these texts against the backdrop of historical events. Our analysis and discussion will take as a major reference point Owen Wister's <The Virginian> (1902), a novel which in many ways set the tone for the genre of Westerns in the years to come, Frederic Remington's paintings, and Theodore Roosevelt's contemplations on the "strenuous life" out in the West. However, 'marginalized' voices, i.e., of women and Native Americans, will also be focused on, for example, in excerpts from Caroline Kirkland's frontier novel <A New Home. Who'll Follow?> (1839) or from Sherman Alexie's short story collection <The Lone Ranger and Tonto Fistfight in Heaven> (1993). We will also watch Westerns in this class, and analyze true classics

Bemerkung ELVE-LSF Kodierung: (b, c) AmerF5

Sensation, Sexuality, and Seduction in Colonial America

PHIL-24624, SE, SWS: 2

Mayer

Mo, wöchentl., 16:00 - 18:00, 10.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar In the late eighteenth century, debates around sexuality, gender relations, and gender identity became intricately entangled with discussions on democracy, equality, and nationhood in America. As the country changed its status from colony to republic, the theme of seduction, borrowed from British sentimentalism, became predominant in these debates. By looking at the literary and cultural enactments of seduction and sexuality at

the time, we will try to get a grip on some of the focal concerns of the America of the early Republic. Our readings will include writings around women's rights and gender equality (Abigail Adams, Judith Sargent Murray), sentimental novels (Susanna Rowson's <Charlotte Temple>, Hannah Webster Foster's <The Coquette>), Gothic tales of 'uncanny' seduction (Charles Brockden Brown's <Wieland>), sensationalist romances of sexual crime and exploitation (George Lippard's <The Quaker City>, or, <The Monks of Monk Hall>), as well as parodies and subversions of romantic love literature (Edgar Allan Poe's "Ligeia"). Some of these texts will be discussed in excerpts. Please purchase and read Susanna Rowson's <Charlotte Temple> (1791 ; Oxford UP) and Hannah Foster's <The Coquette> (1797 ; Oxford UP) before the semester starts. A reader with additional material will be made available at the beginning of the class. Please check our homepage for updated information about this class:

http://www.fbils.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm.

Prerequisites: none Prerequisites for certificate: regular attendance, annotated bibliography, presentation in class, term paper Language in class: English For further information: ruth.mayer@anglistik.uni-hannover.de,

http://www.fbils.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm

Bemerkung ELVE-LSF Kodierung: S; (b) AmerF5

AmerA1

Literary and Cultural Theories

PHIL-24625, SE, SWS: 2

Meyer

Do, wöchentl., 11:00 - 13:00, 13.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar <Theory and Literature>. This is the title of the influential book by René Wellek and Austin Warren (1949). Since then, different approaches in literary criticism and theory have emerged on the (American) literary/cultural landscape. This class is designed as an (advanced) introductory class to literary/cultural theories and crucial methods of academic work for undergraduate students of American Studies, who have little or no prior acquaintance with theory. This course will give students the chance to get used to academic communication and meta-levels, and the vocabularies and problematics that occupy scholars of literature and culture most urgently today. The emphasis of the single sessions will be on the discussion of different texts from the following books: David Lodge's <Modern Criticism and Theory>, Terry Eagleton's <Literary Theory>, and Peter Barry's <Beginning Theory>. We shall examine readings in new criticism, new historicism, psychoanalysis, structuralism, deconstruction/ poststructuralism, intertextuality, queer theory, and the like. Towards the end of term we will study the underlying assumptions of various approaches and test their strengths and shortcomings. The overall aim is to collate the knowledge of the participants and complement it in such a way that everybody will have a sufficient foundation to apply techniques and theories to the studies of literatures and cultures. Language in Class: English Prerequisites for B.A. students: module "Foundations in American Studies 2" Requirements: regular attendance, active participation, oral presentation, exercises, term paper Contact: christina.meyer@anglistik.uni-hannover.de A reader will be made available at the FBL (reserve shelf). For further information see: http://www.fbils.uni-hannover.de/angli/amst/profil_christina_meyer/courses_meyer.htm; the syllabus will also be made available on the website at the beginning of the summer term 2006. Recommended for purchase: David Lodge

Bemerkung ELVE-LSF Kodierung: (b) AmerA1

AmerA2

"L'amour toujours?" American Representations of France

PHIL-24650, SE, SWS: 2

Künnemann

Mi, wöchentl., 11:00 - 13:00, 12.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Kommentar "French habits and manners have their roots in a civilization so profoundly unlike ours ; so much older, richer, more elaborate and firmly crystallized ; that French customs necessarily differ from ours more than those of more primitive races." So wrote Edith Wharton in <French Ways and their Meaning> about the fascination of the hexagon on

Americans. Wharton, of course, was not the first or only American writer to be engaged in this 'dangerous liaison', i.e., America's perennial love-hate relation with France. What U.S. Secretary of Defence, Donald Rumsfeld, has scornfully dubbed part of 'Old Europe' has in fact fascinated American literary and cultural history from the birth of the American nation onwards. Thomas Jefferson's years as American ambassador in Paris are notorious and legendary; Henry James's occupation with the international theme and his interest in European characters and settings is a cornerstone of his oeuvre. In the 20th century, France and Paris in particular gained increasing importance in the American mind when the so-called Lost Generation (expatriate writers and artists like Ernest Hemingway, Gertrude Stein, Josephine Baker, H.D., and F. Scott Fitzgerald, to name just a few) found refuge there. Ever since then, the French *savoir vivre* has lived on in literary, cultural, and filmic representations by Americans. Thus, it is certainly no coincidence that <Friends> Rachel Green is on the verge of leaving for France at the end of the series, or that a certain Miss Carrie Bradshaw finds herself in Parisian exile in the last episodes of <Sex and the City>. In this class we will be concerned with the literary and cultural connection between America and France, and investigate the development of a relationship that can by no means be limited to love stories. We will trace the early period (Jefferson's years in Paris, Alexis de Tocqueville's contemplations on the two nations) and read excerpts from Edith Wharton's <French Ways and Their Meaning> (

Bemerkung ELVE-LSF Kodierung: (b, c) AmerA2

Noir. A Style in American Literature and Film

PHIL-24651, SE, SWS: 2

Mayer

Di, wöchentl., 14:00 - 16:00, 11.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Kommentar From the 1930s onwards for at least 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 James M. Cain's <The Postman Always Rings Twice> (1934), Raymond Chandler's <The Big Sleep> (1939), Nathaniel West's <The Day of the Locust> (1939), and selected short stories of the period, and watch - probably - <Double Indemnity> (Billy Wilder, 1944), <The Big Sleep> (Howard Hawks, 1946), <Touch of Evil> (Orson Welles, 1958), and <Sunset Boulevard> (Billy Wilder, 1950). Please purchase the novels mentioned above. Additional course material will be made available in a reader. If the number of (aspiring) participants exceeds 30 we will have a short test in the first session, based upon a text which has to be read for this session. Admittance to the class will be conditional on passing this test. The text will be announced on the American Studies website before the semester starts. Please make sure to read it and come prepared. For the course syllabus and updated information on the course see:
http://www.fbils.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm
 Prerequisites: intermediate exam Prerequisites for certificate: regular attendance, presentation in class, term paper Language in class: English For further information: ruth.mayer@anglistik.uni-hannover.de,
http://www.fbils.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm

Bemerkung ELVE-LSF Kodierung: (b, c) AmerA2

DidF1

Introduction to English Language Teaching

PHIL-24617, SE, SWS: 2

Kupetz

Mo, wöchentl., 11:00 - 13:00, 10.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar This introductory methodology course is obligatory for all prospective teachers and for all BA students who plan to complete an M. Ed. We recommend that BA students take this class either in their 3rd or 5th semester. Non-BA students need to take this class before their intermediate exam, that is, in their 3rd or 4th semester. We will deal with basic issues of teaching English as a foreign language, such as goals, content and methods, the role of the teacher and the learner in the modern foreign-language classroom, skills

and knowledge, teaching literature and intercultural learning. Prerequisites: none
Prerequisites for certificate: oral presentation and, for the whole module, a written exam
Language in class: English For further information:

Rita.Kupetz@anglistik.uni-hannover.de Basic reader for the course: Müller-Hartmann, Andreas and Marita Schocker von Ditfurth. (2004). <Introduction to English Language Teaching>. Stuttgart: Ernst Klett. Bach, Gerhard & Timm, Johannes-Peter. (Hrsg.). (1989). <Englischunterricht. Grundlagen und Methoden einer handlungsorientierten Unterrichtspraxis>. Tübingen: Francke. Bausch, Karl-Richard et al. (Hrsg.). (1995). <Handbuch Fremdsprachenunterricht>. Tübingen: Francke.[3. überarbeitete Auflage] Jung, Udo O.H. (Hrsg.). (1998). <Praktische Handreichung für Fremdsprachenlehrer>. Frankfurt am Main: Peter Lang. (2. verbesserte und erw. Auflage) Timm, Johannes-P. (Hrsg.). (1998). <Englisch lernen und lehren. Didaktik des Englischunterrichts>. Berlin: Cornelsen. Weskamp, Ralf. (2001). <Fachdidaktik: Grundlagen & Konzepte. Anglistik. Amerikanistik>. Berlin: Cornelsen.

Bemerkung ELVE-LSF Kodierung: DidF1

DidA1

Poetry in the English Classroom (Sek I/II)

PHIL-24759, SE, SWS: 2

Blell

Di, wöchentl., 14:00 - 16:00, 11.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar Handling poetry is the area of the primary and the secondary English curriculum where teachers feel most uncertain of their knowledge, most uncomfortable about their methods and most guilty about both. The course will present different approaches to teaching poetry. Processes of reading and responding to poetry will be at the centre of discussion. We will discuss methods of analyzing poetry in English language classroom and subsequently promote creative ways of dealing with poetry in a learner- and activity based way. Recommended materials: Benton, P. (1988): <Young Readers Responding to Poems>. London & New York: Potledge. Benton, M. (1992): <Secondary Worlds: Literature Teaching and the Visual Arts>. Open UP. Donnerstag, J. (1989): <Rezeptionstheorie und Literaturdidaktik. Literarische Lesestrategien und rock lyrics im EU>. Essen: Blaue Eule. Glaap, A.-R. et.al. (1993): <Spotlights on Literature>. Ismaning: Hueber. (Poetry) Lennard, J. (1996): <The Poetry Handbook. A Guide to Reading Poetry for Pleasure and Practical Criticism>. OUP. McRae, J. and Pantaleoni, L. (1990): <Chapter & Verse. An Interactive Approach to Literature>. CUP. Nünning, A. (Hg.) (1996): <Englische Literaturwissenschaft. Grundstrukturen des Faches und Methoden der Textanalyse>. Stuttgart: Klett. (Abschnitt Lyrik) Volkmann, L. (1998): <"Poetry". Themenheft. Der Fremdsprachliche Unterricht Englisch>. H. 33. Prerequisites: intermediate exam Prerequisites for certificate: regular attendance, oral presentation, final term paper Language in class: English For further information: Gabriele.Blell@anglistik.uni-hanover.de

Bemerkung ELVE-LSF Kodierung: (b) DidA1 oder DidA2

Classroom Discourse and Beyond

PHIL-24761, SE, SWS: 2

Kupetz / Schulze

Do, wöchentl., 11:00 - 13:00, 13.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar The seminar will be a guide to various frameworks, concepts, and methods available for the analysis of discourse within and outside the classroom. It will compare and discuss dominant approaches in the field, including conversational analysis, ethnography of speaking, interactional sociolinguistics, variation theory, speech act theory, pragmatics, structural-functional analysis (Birmingham School) and critical discourse analysis. We will not only consider each approach in isolation or from several standpoints, but we will also illustrate each approach through extensive applications of concrete social, didactic and linguistic problems facing discourse analysts. Course material will be made available in a reader at the beginning of the semester. The following texts will feature prominently in our seminar: McCarthy, M. J. 1991. <Discourse Analysis for Language Teachers>. Cambridge: Cambridge University Press. Eggins, S. / Slade, D. 1997. <Analysing Casual Conversation>. London: Cassell. Shiffrin, D. 1994. <Approaches to Discourse>. Cambridge, MA: Basil Blackwell. Sinclair, J. / Coulthard, R. M. 1975. <Towards an

Analysis of Discourse: The English Used by Teachers and Pupils>. Oxford: Oxford University Press. Prerequisites: intermediate exam Prerequisites for certificate: regular attendance, oral presentation, paper Language in class: English For further information: rita.kupetz@anglistik.uni-hannover.de or raischulze@gmx.de

Bemerkung ELVE-LSF Kodierung: LingA1, LingA2 / DidA1 oder DidA2

DidA2

Poetry in the English Classroom (Sek I/II)

PHIL-24759, SE, SWS: 2

Blell

Di, wöchentl., 14:00 - 16:00, 11.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar Handling poetry is the area of the primary and the secondary English curriculum where teachers feel most uncertain of their knowledge, most uncomfortable about their methods and most guilty about both. The course will present different approaches to teaching poetry. Processes of reading and responding to poetry will be at the centre of discussion. We will discuss methods of analyzing poetry in English language classroom and subsequently promote creative ways of dealing with poetry in a learner- and activity based way. Recommended materials: Benton, P. (1988): <Young Readers Responding to Poems>. London & New York: Potledge. Benton, M. (1992): <Secondary Worlds: Literature Teaching and the Visual Arts>. Open UP. Donnerstag, J. (1989): <Rezeptionstheorie und Literaturdidaktik. Literarische Lesestrategien und rock lyrics im EU>. Essen: Blaue Eule. Glaap, A.-R. et.al. (1993): <Spotlights on Literature>. Ismaning: Hueber. (Poetry) Lennard, J. (1996): <The Poetry Handbook. A Guide to Reading Poetry for Pleasure and Practical Criticism>. OUP. McRae, J. and Pantaleoni, L. (1990): <Chapter & Verse. An Interactive Approach to Literature>. CUP. Nünning, A. (Hg.) (1996): <Englische Literaturwissenschaft. Grundstrukturen des Faches und Methoden der Textanalyse>. Stuttgart: Klett. (Abschnitt Lyrik) Volkmann, L. (1998): <"Poetry". Themenheft. Der Fremdsprachliche Unterricht Englisch>. H. 33. Prerequisites: intermediate exam Prerequisites for certificate: regular attendance, oral presentation, final term paper Language in class: English For further information: Gabriele.Blell@anglistik.uni-hanover.de

Bemerkung ELVE-LSF Kodierung: (b) DidA1 oder DidA2

Classroom Discourse and Beyond

PHIL-24761, SE, SWS: 2

Kupetz / Schulze

Do, wöchentl., 11:00 - 13:00, 13.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar The seminar will be a guide to various frameworks, concepts, and methods available for the analysis of discourse within and outside the classroom. It will compare and discuss dominant approaches in the field, including conversational analysis, ethnography of speaking, interactional sociolinguistics, variation theory, speech act theory, pragmatics, structural-functional analysis (Birmingham School) and critical discourse analysis. We will not only consider each approach in isolation or from several standpoints, but we will also illustrate each approach through extensive applications of concrete social, didactic and linguistic problems facing discourse analysts. Course material will be made available in a reader at the beginning of the semester. The following texts will feature prominently in our seminar: McCarthy, M. J. 1991. <Discourse Analysis for Language Teachers>. Cambridge: Cambridge University Press. Eggins, S. / Slade, D. 1997. <Analysing Casual Conversation>. London: Cassell. Shiffrin, D. 1994. <Approaches to Discourse>. Cambridge, MA: Basil Blackwell. Sinclair, J. / Coulthard, R. M. 1975. <Towards an Analysis of Discourse: The English Used by Teachers and Pupils>. Oxford: Oxford University Press. Prerequisites: intermediate exam Prerequisites for certificate: regular attendance, oral presentation, paper Language in class: English For further information: rita.kupetz@anglistik.uni-hannover.de or raischulze@gmx.de

Bemerkung ELVE-LSF Kodierung: LingA1, LingA2 / DidA1 oder DidA2

DidA3

Planung und Analyse von Englischunterricht

PHIL-24760, SE, SWS: 2

Blell

Do, wöchentl., 09:00 - 11:00, 13.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Kommentar Das Seminar ist obligatorisch für alle Lehramtsstudierende. Es ist praktikumsvorbereitend, wenn Sie das Fachpraktikum im Hauptfach Englisch absolvieren, es ist praktikumersetzend, wenn Sie das Praktikum in einem anderen Fach absolvieren. Es werden Aufzeichnungen und Unterricht analysiert und Unterrichtssequenzen geplant. Die Veranstaltung ist stufen- und schulartübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart. Voraussetzungen: Einführung in die Didaktik des Englischen / Zwischenprüfung / 1. Schulpraktikum Voraussetzungen für den Scheinerwerb: Referat /Schriftliche Ausarbeitung eines Unterrichtsentwurfs Unterrichtssprache: Deutsch Weitere Informationen: Gabriele.Blell@anglistik.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: DidA3

Planung und Analyse: Für Lehramt Englisch an Berufsbildenden Schulen

PHIL-24762, SE, SWS: 2

Nyhuis

Do, wöchentl., 09:00 - 11:00, 13.04.2006 - 22.07.2006, 1502 - 709 (II 709)

Kommentar Das Seminar ist obligatorisch für alle Lehramtsstudierende (siehe Kommentar Blell: "Planung und Analyse von Englischunterricht"), wird aber hier vor allem für Studierende im Lehramt LbS empfohlen. Es ist praktikumsvorbereitend, wenn Sie das Fachpraktikum im Hauptfach Englisch absolvieren, es ist praktikumersetzend, wenn Sie das Praktikum in einem anderen Fach absolvieren. Es werden Aufzeichnungen und Unterricht analysiert und Unterrichtssequenzen insbesondere für den Englischunterricht an berufsbildenden Schulen geplant. Die KursteilnehmerInnen erarbeiten Planungsentwürfe. Voraussetzungen: Einführung in die Didaktik des Englischen / Zwischenprüfung / 1. Schulpraktikum Voraussetzungen für den Scheinerwerb: Referat /Schriftliche Ausarbeitung eines Unterrichtsentwurfs Unterrichtssprache: Deutsch Weitere Informationen: Nyhuis.Gerling@t-online.de

Bemerkung ELVE-LSF Kodierung: DidA3

SPTAP

Modul 2: Writing in English

PHIL-24804, SE, SWS: 2

Denson

Fr, wöchentl., 11:00 - 13:00, 21.04.2006 - 22.07.2006, 1502 - 613 (II 613)

Bemerkung ELVE-LSF

Modul 2: Writing in English

PHIL-24810, SE, SWS: 2

Dickinson

Mo, wöchentl., 11:00 - 13:00, 24.04.2006 - 22.07.2006, 1502 - 613 (II 613)

Bemerkung ELVE-LSF

Modul 2: Writing in English

PHIL-24811, SE, SWS: 2

Dickinson

Mo, wöchentl., 14:00 - 16:00, 24.04.2006 - 22.07.2006, 1502 - 613 (II 613)

Bemerkung ELVE-LSF

Modul 2: Writing in English

PHIL-24808, SE, SWS: 2

Ilsemann

Mi, wöchentl., 09:00 - 11:00, 19.04.2006 - 22.07.2006, 1502 - 613 (II 613)

Bemerkung ELVE-LSF

Modul 2: Writing in English

PHIL-24809, SE, SWS: 2

McGuinness-Hoppe

Mo, wöchentl., 09:00 - 11:00, 24.04.2006 - 22.07.2006, 1502 - 609 (II 609)

Bemerkung ELVE-LSF

SPEW

Module 2: Writing in English

PHIL-24828, SE, SWS: 2

Debby

Mi, wöchentl., 09:00 - 11:00, 19.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Bemerkung ELVE-LSF

Module 2: Writing in English

PHIL-24829, SE, SWS: 2

Debby

Fr, wöchentl., 09:00 - 11:00, 21.04.2006 - 22.07.2006, 1502 - 709 (II 709)

Bemerkung ELVE-LSF

Module 2: Writing in English

PHIL-24833, SE, SWS: 2

Leafe

Mo, wöchentl., 09:00 - 11:00, 24.04.2006 - 22.07.2006, 1502 - 709 (II 709)

Bemerkung ELVE-LSF

Module 2: Writing in English

PHIL-24831, SE, SWS: 2

Love

Do, wöchentl., 11:00 - 13:00, 20.04.2006 - 22.07.2006, 1502 - 709 (II 709)

Bemerkung ELVE-LSF

Module 2: Writing in English

PHIL-26077, SE, SWS: 2

Love

Fr, wöchentl., 11:00 - 13:00, 21.04.2006 - 22.07.2006, 1502 - 608 (II 608)

Bemerkung ELVE-LSF

Module 2: Writing in English

PHIL-24834, SE, SWS: 2

Schneller

Di, wöchentl., 16:00 - 18:00, 18.04.2006 - 22.07.2006, 1502 - 613 (II 613)

Bemerkung ELVE-LSF

SPTOP1

Module 3: Integrated English Practice: Computer Culture(s)

PHIL-24837, SE, SWS: 2

Denson

Mo, wöchentl., 11:00 - 13:00, 24.04.2006 - 22.07.2006, 1502 - 608 (II 608)

Bemerkung ELVE-LSF

Module 3: Integrated English Practice: Computer Culture(s)

PHIL-24838, SE, SWS: 2

Denson

Di, wöchentl., 11:00 - 13:00, 18.04.2006 - 22.07.2006, 1502 - 608 (II 608)

Bemerkung ELVE-LSF

Module 3: Integrated English Practice: The West Coast Highway

PHIL-24836, SE, SWS: 2

Dickinson

Mo, wöchentl., 09:00 - 11:00, 24.04.2006 - 22.07.2006, 1502 - 613 (II 613)

Bemerkung ELVE-LSF

Module 3: Integrated English Practice: Shakin' All Over: Pop Culture from 1945 to the Present

PHIL-24842, SE, SWS: 2

Hunter

Di, wöchentl., 11:00 - 13:00, 18.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Bemerkung ELVE-LSF

Module 3: Integrated English Practice: "German-Americans"

PHIL-24841, SE, SWS: 2

Schneller

Do, wöchentl., 09:00 - 11:00, 20.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Bemerkung ELVE-LSF

Module 3: Integrated English Practice: "German-Americans"

PHIL-24843, SE, SWS: 2

Schneller

Do, wöchentl., 11:00 - 13:00, 20.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Bemerkung ELVE-LSF

SPTOP2

Module 3: Integrated English Practice: Computer Culture(s)

PHIL-24837, SE, SWS: 2

Denson

Mo, wöchentl., 11:00 - 13:00, 24.04.2006 - 22.07.2006, 1502 - 608 (II 608)

Bemerkung ELVE-LSF

Module 3: Integrated English Practice: Computer Culture(s)

PHIL-24838, SE, SWS: 2

Denson

Di, wöchentl., 11:00 - 13:00, 18.04.2006 - 22.07.2006, 1502 - 608 (II 608)

Bemerkung ELVE-LSF

Module 3: Integrated English Practice: The West Coast Highway

PHIL-24836, SE, SWS: 2

Dickinson

Mo, wöchentl., 09:00 - 11:00, 24.04.2006 - 22.07.2006, 1502 - 613 (II 613)

Bemerkung ELVE-LSF

Module 3: Integrated English Practice: Shakin' All Over: Pop Culture from 1945 to the Present

PHIL-24842, SE, SWS: 2

Hunter

Di, wöchentl., 11:00 - 13:00, 18.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Bemerkung ELVE-LSF

Module 3: Integrated English Practice: "German-Americans"

PHIL-24841, SE, SWS: 2

Schneller

Do, wöchentl., 09:00 - 11:00, 20.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Bemerkung ELVE-LSF

Module 3: Integrated English Practice: "German-Americans"

PHIL-24843, SE, SWS: 2

Schneller

Do, wöchentl., 11:00 - 13:00, 20.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Bemerkung ELVE-LSF

SPEP

Module 4: Contexts of English Language Use

PHIL-24848, SE, SWS: 2

Bennett

Do, wöchentl., 11:00 - 13:00, 20.04.2006 - 22.07.2006, 1502 - 613 (II 613)

Bemerkung ELVE-LSF

Module 4: Contexts of English Language Use

PHIL-24849, SE, SWS: 2

Bennett

Do, wöchentl., 16:00 - 18:00, 20.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Bemerkung ELVE-LSF

Module 4: Contexts of English Language Use

PHIL-24850, SE, SWS: 2

Leafe

Mo, wöchentl., 11:00 - 13:00, 24.04.2006 - 22.07.2006, 1502 - 709 (II 709)

Bemerkung ELVE-LSF

Module 4: Contexts of English Language Use

PHIL-24851, SE, SWS: 2

Menis

Mo, wöchentl., 09:00 - 11:00, 24.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Bemerkung ELVE-LSF

SPVE

Module 4: Contexts of English Language Use: Media English

PHIL-24852, SE, SWS: 2

Bennett

Fr, wöchentl., 11:00 - 13:00, 21.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Bemerkung ELVE-LSF

Module 4: Contexts of English Language Use: Sitcoms

PHIL-24853, SE, SWS: 2

Menis

Mo, wöchentl., 16:00 - 18:00, 24.04.2006 - 22.07.2006, 1502 - 703 (II 703)

Bemerkung ELVE-LSF

Module 4: Contexts of English Language Use: Classroom English

PHIL-24854, SE, SWS: 2

Schneller

Di, wöchentl., 09:00 - 11:00, 18.04.2006 - 22.07.2006, 1502 - 615 (II 615)

Bemerkung ELVE-LSF

Module 4: Contexts of English Language Use: Classroom English

PHIL-24855, SE, SWS: 2

Schneller

Di, wöchentl., 14:00 - 16:00, 18.04.2006 - 22.07.2006, 1502 - 613 (II 613)

Bemerkung ELVE-LSF