Englisches Seminar

Fächerübergreifender Bachelor Englisch

Foundations of Linguistics 1

Introduction to Linguistics I

Seminar, SWS: 2
Höche, Silke
Do, wöchentl., 16:00 - 18:00, 15.10.2009 - 30.01.2010, 1502 - 003 II 003

Kommentar
This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics: phonetics and phonology, morphology, syntax, semantics and pragmatics. Areas such as sociolinguistics, varieties of English, first and second language acquisition, comparative linguistics English/German, historical linguistics, corpus linguistics, language universals and language typology will be tackled in the summer semester 2010.

Prerequisites for certificate: will be specified

For further information please contact me at: silke.hoeche@engsem.uni-hannover.de

Bemerkung
LingF1

Literatur
A reader with selected texts will be made available at the beginning of the semester.

Introduction to Linguistics II

Seminar, SWS: 2
Schulze, Rainer
Mo, wöchentl., 14:00 - 16:00, 12.10.2009 - 30.01.2010, 1502 - 003 II 003

Kommentar
This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, morphology and word-formation, syntax, semantics and lexicology and, if time permits, pragmatics and discourse analysis. Areas such as sociolinguistics, varieties of English, first and second language acquisition, comparative linguistics English/German, historical linguistics, corpus linguistics, language universals and language typology will be tackled in the summer semester 2010.

Prerequisites for certificate: will be specified

For further information please contact me at: silke.hoeche@engsem.uni-hannover.de

Bemerkung
LingF1

Literatur
A reader with selected texts will be made available at the beginning of the semester.

Foundations of Linguistics 2
The aim of this lecture is to present an overview of the grammar of English. Different grammatical concepts will be introduced, such as parts-of-speech or word classes, sentence elements or phrases, and clause types. These concepts are not fixed linguistic entities but are described differently in grammars of English. Several varying approaches to these concepts will be discussed, paying special attention to the literature mentioned below.

Recommended background reading:


Psycholinguistics stands at the interface of linguistics, psychology and neurology. The basic objective of psycholinguistics is to understand how the human mind/brain supports the learning, comprehension, and production of language. The seminar discusses a number of these aspects of the connection between our abilities in language and other mental abilities. Subjects treated in the course of the seminar include the structures and "mechanisms" of the mental lexicon, language processing (i.e. comprehension and production of language), cognition and its relationship to language (e.g. to what extent does language influence the way we think and vice versa), the acquisition and loss of language, and aphasia (the effects of damages to the brain on language, and what this tells us about the structure of our mental capacity for language). In the treatment of these aspects we will also consider the experimental and analytic techniques that have been used to investigate psycholinguistic issues.

Prerequisites for certificate: will be specified

For further information please contact me at: silke.hoeche@engsem.uni-hannover.de
**Sociolinguistics**

Seminar, SWS: 2  
Schröder, Anne  
Do, wöchentl., 10:00 - 12:00, 08.10.2009 - 30.01.2010  
Bemerkung  
LingF4

**Spoken Variation**

Seminar, SWS: 2  
Shahrokny-Prehn, Arian  
Do, wöchentl., 08:00 - 10:00, 08.10.2009 - 30.01.2010, 1502 - 703 II 703  
Kommentar  
"I don't drink coffee I take tea my dear  
I like my toast done on one side  
And you can hear it in my accent when I talk  
I'm an Englishman in New York"

The way we speak - much more so than the way we write - is very important for us and for others because it can immediately identify us as belonging to a particular group of people. Yet, how do we actually distinguish between different ways of speaking? The terms "dialect" and "accent" come readily to mind, but how are they defined and how do they relate to each other and to "language"?

In the course of this seminar, we will look - or more appropriate, listen in detail at/to different varieties of English and try to analyse them from a phonological as well as a phonetic perspective. As a basis for our analyses and discussions, we will first repeat the basics of phonetics and phonology and then continue with their application. Phonetic transcription will play an important role here. Our sources will be authentic (radio recordings / interviews) as well as artificial (songs / film).

Students should not feel put off by the fact that we will be dealing with a subject - phonetics and phonology - that is generally considered very difficult. Instead, they should perceive this as a chance to learn more about an enormously important field of linguistics and experience first-hand how it can be put to use and how it can be of use to them.

Prerequisites for certificate: will be specified  
Kindly register for this course via email and by logging on to the appropriate studIP platform.  
For further information and registration please contact me at:  
arian.shahrokny@engsem.uni-hannover.de

Bemerkung  
LingF4  
Literatur  
A reader with selected texts as well as additional secondary literature will be made available at the beginning of the semester.

**Advanced Linguistics**
Linguistic perspectives on multilingualism

Seminar, SWS: 2
Heine, Lena
Do, wöchentl., 14:00 - 16:00, 22.10.2009 - 30.01.2010, 1502 - 709 II 709 , !!! NEU !!!

Kommentar
This seminar deals with cognitive, social and functional aspects of multilingualism from a linguistic perspective. Students will be introduced to a range of language learning theories, typical research questions, as well as typical methodological approaches in the field. The central approach will be to connect language acquisition models to linguistic theories. This will provide students with a sound theoretical basis that enables them to make professional decisions in language teaching environments. Studies presented will cover a variety of fields, such as generative, cognitive and psycholinguistic approaches, but also sociolinguistics and ethno-linguistics, and will thus also deepen the students’ ability to deal with multiple theoretical perspectives and to critically evaluate different research methodologies.

The seminar will have a strong interactive character, and students will be asked to take an active role in its progression.

Bemerkung
LingA1, LingA2 / FAL 6

Literatur


Metaphor, Metonymy and Blending
Seminar, SWS: 2
Schulze, Rainer
Di, wöchentl., 10:00 - 12:00, 06.10.2009 - 30.01.2010, 1502 - 703 II 703
Kommentar
This seminar is an advanced introduction to the different ways in which figurative language, including metaphor and metonymy, permeate all areas of language, and other methods of communication, covering both theoretical and practical approaches to the analysis of texts.

Combining a variety of approaches (Conceptual Metaphor Theory, the ‘primary metaphor’ version, Blending Theory), the seminar will provide a thorough grounding in metaphor, metonymy and word meaning, theories on the processing and understanding of metaphorical or metonymical language, and metaphor or metonymy in other languages and translation.

Presentations in class will draw on a wide selection of authentic examples to explore metaphor and metonymy in relation to text, discourse and society. Metaphors and metonymies will be explored in a range of contexts such as politics, sport, and advertising, while ‘literary’ metaphor and metonymy will look at metaphor and metonymy in art, cinema, and music, further demonstrating ‘figurative language’ theories in practice.

Bemerkung
LingA1, LingA2 / FAL2

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

Background reading will be taken from the following sources:


Perspectives on Standard English
Seminar, SWS: 2
Schröder, Anne
Do, wöchentl., 14:00 - 16:00, 15.10.2009 - 30.01.2010
Bemerkung
LingA1, LingA2 / FAL4

Pidgins and Creoles
Seminar, SWS: 2
Schröder, Anne
Fr, wöchentl., 14:00 - 16:00, 16.10.2009 - 30.01.2010, 1502 - 703 II 703
Bemerkung
LingA1, LingA2 / FAL4
Consider the following English utterances that contain incomplete syntactic structures of some kind:

(1) Ray goes by car but Ron doesn't [_________].
(2) [_________] Two loaves of white bread, please.
(3) [_________] Want some coffee?

One of our central goals in this seminar will be to ask what it is that enables us to interpret these structures in spite of the lacking information and how this can be modelled in a formal way. Besides, we will take a closer look at what function they take in discourse.

The goals of the seminar are to give students a deeper insight into linguistic theory building and to broaden their skills in the analysis of language. Part of the curriculum will consist of an introduction to linguistic methodologies such as corpus linguistics, which the students will apply to answer concrete research questions. The seminar is going to be mainly interactive, and students will be asked to take an active role in its progression.

Bemerkung

Literatur


Intermediate Literature and Culture
**American Realism and Regionalism**  
**Seminar, SWS: 2**  
**Mayer, Ruth**  
**Mi, wöchentl., 10:00 - 12:00, 07.10.2009 - 30.01.2010, 1502 - 609 II 609**

**Kommentar**  
This class will be concerned with the cultural and social situation in the United States in the late nineteenth century. We'll look at the literary and artistic theories of the day, the turn to realist aesthetics, and posit them in the cultural context of urbanization, social stratification, and tourism. It was in this period, after all, that artists and writers started to capitalize on the theme of the American region - the Old South, New England, the Appalachians, etc. At the same time, a widespread 'feminization' of literature and culture can be noted, with women writers entering the limelight of the American literary scene and the theme of the 'new woman' taking center stage in literature and the visual arts. We will read Henry James' *Daisy Miller* (1878), Kate Chopin's *The Awakening* (1899), short stories of William Dean Howells, Sarah Orne Jewett, and Mary Wilkins Freeman, and Mark Twain's *The Innocents Abroad* (1869). In addition we will be concerned with the cultures of tourism and travel, the emerging genre of art photography and related discourses of the day. Please purchase *Daisy Miller* (Penguin, ISBN 0140624147) and *The Awakening* (Avon, ISBN 0380002450).

Please register for this class on StudIP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

**Bemerkung**  
AmerF4

**Literatur**  
A reader with additional course material will be made available at the beginning of the semester.

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**Approaching Shakespeare**  
**Seminar, SWS: 2**  
**Bennett, Peter**  
**Fr, wöchentl., 12:00 - 14:00, 09.10.2009 - 30.01.2010, 1502 - 703 II 703**

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

Prerequisites for certificate: will be specified

For further information: peter.bennett@engsem.uni-hannover.de

**Bemerkung**  
BritF4

**Literatur**  
Shakespeare's plays have been performed, read and studied for centuries, and they have had a pervasive influence on the English language and many cultures. In this seminar we will engage in close readings of *Macbeth* and *Hamlet* to explore Shakespeare’s tragic writing. Since enjoyment of Shakespeare requires an understanding of the background, we will also locate the plays in their cultural, political and historical contexts by taking into account the Elizabethan theatre, genre, performance, theatre companies, audience, language etc.

Prerequisites for certificate: will be specified

For further information: ellen.gruenkemeier@engsem.uni-hannover.de

Please get hold of the following plays in well-annotated editions:

Shakespeare, William. *Hamlet*.

A reader with background material and theoretical texts will be provided. Participants are advised to read *Macbeth* before the beginning of the term.
Englisches Seminar

'Spaces In-Between?' American Middlebrow Literatures and Cultures
Seminar, SWS: 2
Künnemann (M. A.), Vanessa
Di, wöchentl., 14:00 - 16:00, 06.10.2009 - 30.01.2010, 1502 - 609 II 609
Fr, Einzel, 14:00 - 16:00, 20.11.2009 - 20.11.2009, 1502 - 615 II 615 , Filmvorführung
Mi, Einzel, 12:00 - 16:00, 16.12.2009 - 16.12.2009, 1502 - 615 II 615 , Filmvorführung
Do, Einzel, 16:00 - 18:00, 17.12.2009 - 17.12.2009, 1502 - 613 II 613 , Filmvorführung
Do, Einzel, 18:00 - 20:00, 17.12.2009 - 17.12.2009, 1502 - 615 II 615 , Filmvorführung

Kommentar

According to the Oxford English Dictionary, the term 'middlebrow' pertains to "a person [who is] only moderately intellectual [or] of average or limited cultural interests;" and a 'middlebrow' artistic work is one "of limited intellectual or cultural value; demanding or involving only a moderate degree of intellectual application, typically as a result of not deviating from convention." Middlebrow studies is concerned with literature of the 'middle' or the mainstream - ephemeral texts from the perspective of traditional literary history which, at their moment in time, made for solid best-sellers. Because of their very situatedness at what might be described as the WASP middle-class 'center' of culture, middlebrow texts have been marginalized in literary criticism until very recently. Are texts that are 'too popular', that sell 'too well' and that defy the categories of sophisticated 'highbrow' culture as well as those of an allegedly debased 'lowbrow' culture, then, "go-betweens," as Virginia Woolf claimed? Why is it still worthwhile reading and studying artefacts of the 'middle'? Why would it be wrong to assume that the middlebrow is a gendered endeavor, a genre solely by women for women? And in what respect is it problematic to work with the concept of 'center' and 'middle' in the first place?

In this class we will trace these questions as we approach the phenomenon of American middlebrow studies to see that these allegedly 'light' texts have performed important cultural work for a great number of American (middle-class) readers. Middlebrow texts to this day are steeped in 19th-century didacticism and function as guides to middle-class life, life-styles, and prosperity by eliciting strong affective responses from their readers. At the same time, though, middlebrow fiction increasingly makes use of innovative techniques and unconventional themes. Thus, it defies and subverts the categories of mainstream and margin, and high and popular culture.

The class will prepare for a conference on middlebrow studies to be held in spring 2010.

Please register for this class on Stud.IP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: v.kuennemann@engsem.uni-hannover.de
AmerA / AmerF4 / AAS2, AAS3, AAS4, AAS6

Literatur

We will read a variety of texts (mostly in the form of excerpts) which will be made available in a reader at the beginning of the semester, but you are asked to purchase the following two novels:

Survey of British Literatures and Cultures I
Vorlesung, SWS: 2
Emig, Rainer
Fr, wöchentl., 12:00 - 14:00, 09.10.2009 - 30.01.2010, 1502 - 003 II 003

Kommentar
The aims of this set of two lectures (the second one will be offered in the summer term) are
1. to provide a broad introduction to the cultural history of Britain and Ireland as well as current debates and conflicts in British culture;
2. to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

In two survey lectures we will cover the beginnings of British cultures to roughly the 18th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.

The lectures will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

These lectures are designed for students from all degree schemes. BA students will have to pass a written examination in the final teaching week.

No need to register beforehand, but you must be present at the first meeting.

Prerequisites for certificate: will be specified

For further information:rainer.emig@engsem.uni-hannover.de

Bemerkung
BritF2, BritF3

Literatur
Recommended background material:

Englische Literaturgeschichte by Hans Ulrich Seeber (3rd edition, 1999)
Englische Literaturgeschichte: eine neue Darstellung aus der Sicht der Geschlechterforschung by Ina Schabert (1997).

The History of London
Seminar, SWS: 2
Ilsemann, Hartmut
Fr, wöchentl., 10:00 - 12:00, 09.10.2009 - 30.01.2010, 1502 - 703 II 703

Kommentar
Starting with the geology and geomorphology of the London basin, we shall proceed along the historical timeline from Celts to Romans to medieval times and through the centuries to the problems of 20th-century London. Spatial growth caused by economic, political and cultural developments will be analyzed in its effects on given areas and their structural changes in the course of time.

Participants will be required to present a topic in class and, as a Prüfungsleistung, write a paper. Make sure you apply for the latter in time. A list with topics will be available from StudIP.

If you have any questions please contact hartmut.ilsemann@engsem.uni-hannover.de

Bemerkung
BritF4
The Shape of Things to Come – British Literary Utopias from More to Barnes
Seminar, SWS: 2
Funk, Wolfgang
Do, wöchentl., 14:00 - 16:00, 08.10.2009 - 30.01.2010, 1502 - 613 II 613
Kommentar
This course will focus on a literary genre, which seems to be particularly popular in times of crisis - the literary utopia. It will first acquaint the student with the necessary terminology and philosophical background for understanding this particular genre. Then it will trace the development of this genre from antiquity to a first flourish in the Renaissance (Thomas More's eponymous work) through examples from the 17th to the 20th century to the present day, where utopian/dystopian texts (some might say for obvious reasons) again enjoy huge popularity. In the course of the semester, the students will encounter many canonical and some marginal texts, ranging from Margaret Cavendish's *The Blazing World* (which could be described as a feminist version of the utopian idea) to seminal texts by H.G. Wells (*The Shape of Things to Come*, *The Time Machine*), George Orwell (1984) and Aldous Huxley (*Brave New World*). As an example for a contemporary utopia, we will read Julian Barnes's *England, England*, which - like every literary utopia worth its salt - not only casts a rather gloomy look into the future of Britain, but also uncovers and parodies many shortcomings in today's society.

Prerequisites for certificate: will be specified

Fur further information: wolfgang.funk@engsem.uni-hannover.de

Bemerkung
BritF4

Literatur
*Students should purchase and read the following texts:*
- H.G. Wells, *The Time Machine* (1895, again the Penguin Classics edition (2005) is preferred but any other will do as well)

A reader with excerpts from other primary texts as well as essential secondary material will be provided at the beginning of the course.

Advanced Literature and Culture
Aspects of Love: English Renaissance Poetry
Seminar, SWS: 2
Krämer, Lucia
Do, wöchentl., 10:00 - 12:00, 08.10.2009 - 30.01.2010, 1502 - 613 II 613
Kommentar
The English Renaissance produced some of the most magnificent love poetry in the English language. Combining formal and historical approaches of analysis and interpretation, we will explore some of the manifold representations of various forms of love in poems from the sixteenth and seventeenth centuries. Not only do they illustrate some of the major developments within English poetry of this period, they also fundamentally problematize essentialist concepts of sex, gender, desire, and love itself. Poets treated will range from Thomas Wyatt, Christopher Marlowe, Philip Sidney, Edmund Spenser, William Shakespeare and Katherine Philips to the ‘metaphysical poets’ John Donne and Andrew Marvell.

Prerequisites for certificate: will be specified

For further information: lucia.kraemer@engsem.uni-hannover.de

Bemerkung
BritA / AAS2

Literatur
A reader with all the texts for the seminar will be provided at the beginning of the course.
Colonial Nigeria in Historiography and Literature – Die Kolonialgeschichte Nigerias in Geschichtsschreibung und Literatur

Seminar, SWS: 2
Füllberg-Stolberg, Katja / Gohrisch, Jana
Di, wöchentl., 16:00 - 18:00, 06.10.2009 - 30.01.2010, 1502 - 703 II 703
Kommentar

Dieses Seminar findet in Kooperation mit Frau PD Dr. Katja Füllberg-Stolberg aus dem Historischen Seminar statt.

Trotz seiner englischsprachigen Ankündigung wird dieser Kurs in englischer und in deutscher Sprache abgehalten. Es sind ausdrücklich Studierende willkommen, die nicht Englisch studieren, sich aber für Nigeria und dessen Geschichte sowie Literatur interessieren.

This course offers a new interdisciplinary approach to both history and literature. Rather than treating literary texts as a mere reflection of history we shall investigate the complex relationships between text and context to chronicle the colonial exploration and exploitation of western Africa by the British in the 19th and 20th century.

We shall begin with historical material on the slave trade conducted both by Africans and Europeans followed by excerpts from Olaudah Equiano's famous slave narrative published in 1789. We will move on to investigate why and how the British colonized what is now Nigeria and how the Africans acted during this prolonged period of interference which fundamentally changed their social and political structures as well as their cultures.

Joyce Cary (1888-1957), who served as a district magistrate and administrative officer in Nigeria, published his novel Mister Johnson in 1939. It is set in northern Nigeria and features a young black man who adapts to colonial culture and tries to exploit it for personal gain. Cary’s ironic but still colonial image of blacks is challenged by the famous Nigerian author Chinua Achebe (born in 1930), who looks critically at colonization in his classic novel Things Fall Apart, published in 1958. The novel is set amongst the Igboos of eastern Nigeria around 1900, the period of consolidated "indirect rule" by the British and not only "writes back" to Cary but appropriates the English language and the novel genre by infusing it with Igbo features such as sayings and proverbs.

Prerequisites for certificate: will be specified

For further information: jana.gohrisch@engsem.uni-hannover.de, c.stolberg@yahoo.de

Bemerkung

BritA / AAS5

Literatur

Joyce Cary. Mister Johnson . (Penguin edition with introduction)


The historiographic and literary studies essays will be provided in a reader at the beginning of the semester. Please buy and bring along your own copies of the novels in good editions and read one of them before the course starts.
This seminar is about the role of education in America during the nineteenth and twentieth centuries and on how it has shaped the country's self-conception and culture. Covering topics such as mass-education and racial segregation in schools and universities, the role of religion in the American educational system, home-schooling, and contemporary problems in American schools and institutions of higher education, we will investigate/discuss the historical and ideological foundations of the U.S. educational system.

In the nineteenth century, America's institutions of higher learning moved away from the elite German model that they had relied on earlier to meet the needs of a society in transition. Inspired by educational reform projects and new educational programs, disciplinary methods and university curricula in particular were designed to move the country forward economically as well as to renew its democratic spirit. Practical programs were introduced in the rural South and in the industrial North to include larger segments of society. African-American schools and colleges were founded to further 'uplift' the race. More and more colleges invited white women to develop their moral and intellectual influence on both their family and society at large. Missionary societies sent teachers to the newly emancipated slaves, to the Indian reservations, and to the 'Chinatowns' to not only spread 'the word' but also American white middle-class values, including in particular gender-norms. In an era of mass-emigration, education was seen as the key-measure to 'Americanize' the newcomers, to preserve social stability, and to prevent crime. In 1925 the Supreme Court ruled that children could not be forced to visit a public school but that they could equally be educated in privately run institutions or at home. With the end of racial segregation, new debates regarding mass-education emerged, leading to phenomena like 'white flight,' 'bussing,' and inner-city 'magnet schools.' With the decline of the middle-class, an increasing number of illegal immigrants, and a growing sensibility for the demands of the physically and mentally disadvantaged, debates about the American educational system have led to new educational approaches, curricula, and political programs.

We will look at early text books and slave-narratives, at the reports of 'schoolmarms' among the 'Indians' and Chinese, at scholarly publications regarding the education of white girls, and at twentieth-century non-fiction and novels that are either set in a school context or that in other ways center on education. The seminar will also include the visual representation of the topic in art, caricature, and film.

Please register for this class on Stud.IP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: kirsten.twelbeck@engsem.uni-hannover.de

Bemerkung AmerA / AAS2, AAS3
History, Culture and Literature from 1485 to 1688/89
Seminar, SWS: 2
Gohrisch, Jana
Mi, wöchentl., 10:00 - 12:00, 07.10.2009 - 30.01.2010, 1502 - 615 II 615
Kommentar
In this course, we shall read historiographic and literary texts to explore the economic, social, political and cultural developments from the end of the Wars of the Roses in 1485 to the Glorious Revolution in 1688/89 covering one of the most decisive periods in British and world history. We shall deal with such issues as the Tudor and Stuart monarchy, reformation and Puritanism, the rise of the middle classes and the English revolution. In addition to watching and critically discussing parts of Simon Schama’s BBC History of Britain series (released in 2002), we shall study the famous portraits of Elizabeth I, excerpts from Thomas More’s Utopia (1516), some of Shakespeare’s sonnets and his tragedy Othello (performed c. 1604). Othello will interest us for its treatment of love and jealousy and the construction of the Other in the early modern period. We shall continue our exploration of the major genres of the Renaissance and of 17th-century literature with John Donne and metaphysical poetry, followed by John Milton and excerpts from his pamphlets and Paradise Lost (1667/1674), the great Puritan epic of the lost revolution.
Prerequisites for certificate: will be specified
For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung
BritA / AAS2

Literatur
The Norton Anthology of English Literature
William Shakespeare. Othello

Please bring your own copy of the Othello (Arden edition) and read the play before the course starts. The historiographic texts, the non-fiction, the poetry, the excerpts from Milton and the visual material will be provided in a reader at the beginning of the semester.

Immigration in American Literature and Culture, 1890-1940
Seminar, SWS: 2
Mayer, Ruth
Di, wöchentl., 10:00 - 12:00, 06.10.2009 - 30.01.2010, 1502 - 609 II 609
Fr, Einzel, 16:00 - 18:00, 30.10.2009 - 30.10.2009, 1502 - 613 II 613, Filmvorführung
Fr, Einzel, 16:00 - 18:00, 04.12.2009 - 04.12.2009, 1502 - 613 II 613, Filmvorführung
Kommentar
In this class we will investigate the effects of the great wave of immigration after 1890 on American literature and culture. The class will focus on the situation at the turn of the century, looking mainly into patterns of immigration from Eastern and Southern Europe to the American East Coast, but extend to the 1930s. We will be concerned with the heated political debates around immigration of the day, look into early sociological and anthropological approaches to the phenomena of cultural difference, investigate the painting of the Ashcan School, the photography of Jacob Riis and Lewis Hine, and read a variety of texts written by immigrant and ethnic minority authors such as Mary Antin, Abraham Cahan, Anzia Yezierska, and Mike Gold. The class will end with a discussion of Henry Roth's Call It Sleep.

Please register for this class on StudIP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified
For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung
AmerA / AAS2, AAS3

Literatur
Please purchase Call It Sleep (Picador, ISBN 0312424124) and Mary Antin's The Promised Land (Penguin, ISBN 0140189858).

A reader with additional course material will be made available at the beginning of the semester.
Listening to the Voices: Literary and Historical Approaches to South African Life Writing

Seminar, SWS: 2
Grünkemeier, Ellen / Rüther, Kirsten
Di, wöchentl., 10:00 - 12:00, 06.10.2009 - 30.01.2010, 1502 - 615 II 615
Di, Einzel, 08:00 - 10:00, 15.12.2009 - 15.12.2009, 1502 - 615 II 615

Kommentar
Dieses Seminar findet in Kooperation mit Frau PD Dr. Kirsten Rüther aus dem Historischen Seminar statt.

In this interdisciplinary seminar we will draw on the expertise of students and teachers from the History and the English Departments. Reading historical, literary and theoretical texts we will approach the genre 'life writing' from different perspectives. ‘Life writing’ is an umbrella term that refers to a variety of texts about the ‘self’ or ‘individual’. Allowing for a diversification of voices, the genre can include hitherto marginalised perspectives. Questions such as the following will serve as a guideline for our seminar: What is ‘life writing’? How does it compare to ‘(auto)biography’? What issues are negotiated in life narratives? Who is (not) represented? Who is (not) given a voice? What significance does the genre have in the South African context? Analysing Zulu Woman in particular, the life narrative of Christina Sibiya, the first of sixty-five wives of the uncrowned king of the Zulus, Solomon kaDinuzulu, we will locate the text both in its historical context and in the genre ‘life writing’. We will also address the analytical and methodological issues relevant to this transdisciplinary study of lives and voices.

Prerequisites for certificate: will be specified
For further information: ellen.gruenkemeier@engsem.uni-hannover.de,
kirsten.ruether@hist.uni-hannover.de

Bemerkung
BritA / AAS2, AAS3, AAS5

Literatur
Students who wish to attend this course shall try to get hold of the following novel:
Rebecca Hourwich Reyher, Zulu Woman: The Life Story of Christina Sibiya

Literaturtourismus zwischen England und Deutschland

Seminar, SWS: 2
Emig, Rainer / Kosenina, Alexander
Mi, wöchentl., 18:00 - 20:00, 07.10.2009 - 30.01.2010, 1502 - 703 II 703

Kommentar

Prerequisites for certificate: will be specified
For further information: rainer.emig@engsem.uni-hannover.de,
alexander.kosenina@germanistik.uni-hannover.de

Bemerkung
BritA / AAS2, AAS3, AAS4

Literatur
### Modern Theories of Literature and Culture

**Seminar, SWS: 2**  
Emig, Rainer  
Do, wöchentl., 10:00 - 12:00, 08.10.2009 - 30.01.2010, 1502 - 703 II 703  

**Kommentar**  
This series of lectures introduces students to the plurality of theories of literature and culture in the twentieth century. It will cover Semiotics, Formalism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Structuralism, Deconstruction and Poststructuralism, Feminism, Gender Studies and Queer Theory, New Historicism and Cultural Materialism, Postcolonial Theory, and theories of Intertextuality and Intermediality. The lectures will follow a regular format and will always introduce key theories, their concepts and terminologies, explore key texts of these theories, and demonstrate their application on a selection of literary texts or cultural artefacts. Students will thus gain an insight into the diverse approaches in current scholarship and increased confidence in using theory themselves.

Prerequisites for certificate: will be specified  
For further information: rainer.emig@engsem.uni-hannover.de

**Bemerkung**  
BritA / AAS1

**Literatur**  
**Recommended Background Reading:**  

### Seduction in America: Themes and Ideas from the Enlightenment to Modernism

**Seminar, SWS: 2**  
Mayer, Ruth  
Mo, wöchentl., 12:00 - 14:00, 05.10.2009 - 30.01.2010, 1502 - 609 II 609  
Fr, Einzel, 16:00 - 18:00, 08.01.2010 - 08.01.2010, 1502 - 613 II 613, Filmvorführung  
Fr, Einzel, 16:00 - 18:00, 15.01.2010 - 15.01.2010, 1502 - 613 II 613, Filmvorführung  
Fr, Einzel, 16:00 - 18:00, 22.01.2010 - 22.01.2010, 1502 - 613 II 613  

**Kommentar**  
In this class we will investigate the significance of seduction as a theme and practice in American culture, from the early Republic to the twentieth century. We will be concerned with the moral and political discussions around the issue in the 18th century, will read two novels of seduction (Susanna Rowson's *Charlotte Temple* (excerpts), Hannah Webster Foster's *The Coquette*), and then turn to nineteenth century texts which take up the theme in different guises and to different purposes. We will discuss the Gothic take on the subject matter, looking at authors such as Charles Brockden Brown, George Lippard, and Edgar Allan Poe, as well as realist and modernist reconceptualizations of seduction in the writings of Henry James or Theodore Dreiser (*Sister Carrie*). The class will end with a reflection of filmic melodrama and its re-fashioning of the subject.

Please register for this class on StudIP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified  
For further information: ruth.mayer@engsem.uni-hannover.de

**Bemerkung**  
AmerA / AAS2, AAS3, AAS4

**Literatur**  
A reader with additional material will be made available at the beginning of the semester.
‘Spaces In-Between?’ American Middlebrow Literatures and Cultures

Seminar, SWS: 2
Künemann (M. A.), Vanessa
Di, wöchentl., 14:00 - 16:00, 06.10.2009 - 30.01.2010, 1502 - 609 II 609
Fr, Einzel, 14:00 - 16:00, 20.11.2009 - 20.11.2009, 1502 - 615 II 615, Filmvorführung
Mi, Einzel, 12:00 - 16:00, 16.12.2009 - 16.12.2009, 1502 - 615 II 615, Filmvorführung
Do, Einzel, 16:00 - 18:00, 17.12.2009 - 17.12.2009, 1502 - 613 II 613, Filmvorführung
Do, Einzel, 18:00 - 20:00, 17.12.2009 - 17.12.2009, 1502 - 615 II 615, Filmvorführung

Kommentar

According to the Oxford English Dictionary, the term ‘middlebrow’ pertains to "a person [who is] only moderately intellectual [or] of average or limited cultural interests;" and a 'middlebrow' artistic work is one "of limited intellectual or cultural value; demanding or involving only a moderate degree of intellectual application, typically as a result of not deviating from convention.” Middlebrow studies is concerned with literature of the 'middle' or the mainstream - ephemeral texts from the perspective of traditional literary history which, at their moment in time, made for solid best-sellers. Because of their very situatedness at what might be described as the WASP middle-class 'center' of culture, middlebrow texts have been marginalized in literary criticism until very recently. Are texts that are 'too popular', that sell 'too well' and that defy the categories of sophisticated 'highbrow' culture as well as those of an allegedly debased 'lowbrow' culture, then, "go-betweens," as Virginia Woolf claimed? Why is it still worthwhile reading and studying artefacts of the 'middle'? Why would it be wrong to assume that the middlebrow is a gendered endeavor, a genre solely by women for women? And in what respect is it problematic to work with the concept of 'center' and 'middle' in the first place?

In this class we will trace these questions as we approach the phenomenon of American middlebrow studies to see that these allegedly 'light' texts have performed important cultural work for a great number of American (middle-class) readers. Middlebrow texts to this day are steeped in 19th-century didacticism and function as guides to middle-class life, life-styles, and prosperity by eliciting strong affective responses from their readers. At the same time, though, middlebrow fiction increasingly makes use of innovative techniques and unconventional themes. Thus, it defies and subverts the categories of mainstream and margin, and high and popular culture.

The class will prepare for a conference on middlebrow studies to be held in spring 2010.

Please register for this class on Stud.IP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: v.kuenemann@engsem.uni-hannover.de
AmerA / AmerF4 / AAS2, AAS3, AAS4, AAS6

Literatur

We will read a variety of texts (mostly in the form of excerpts) which will be made available in a reader at the beginning of the semester, but you are asked to purchase the following two novels:

Theatre Life at the Time of Shakespeare
Seminar, SWS: 2
Ilsemann, Hartmut
Mo, wöchentl., 10:00 - 12:00, 05.10.2009 - 30.01.2010, 1502 - 703 II 703
Kommentar
The overwhelming amount of information that is available about this period can make it hard to comprehend what was going on. To try to cope with this wealth of information, a wall-chart of some six metres length will be created which, apart from a timeline, will map information about plays, authors, dates of publications as well as literary and cultural references from secondary literature so as to end up with a substantial survey.

Participants will be required to analyze the texts and periods allocated to them, and to organize the results in an appealing and pleasant form as part of the collective timeline.

If you have further questions please don't hesitate to contact:
hartmut.ilsemann@engsem.uni-hannover.de

Bemerkung
BritA / AAS2

Advanced English Skills

SPCS
Communication Skills
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Gans, Anne
Mo, wöchentl., 10:00 - 12:00, 12.10.2009 - 30.01.2010, 1502 - 615 II 615
Mo, wöchentl., 12:00 - 14:00, 12.10.2009 - 30.01.2010, 1502 - 615 II 615

Communication Skills
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Bennett, Peter
Di, wöchentl., 14:00 - 16:00, 13.10.2009 - 30.01.2010, 1502 - 703 II 703

Communication Skills
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Jones, Jacob
Do, wöchentl., 14:00 - 16:00, 15.10.2009 - 30.01.2010, 1502 - 609 II 609
Do, wöchentl., 16:00 - 18:00, 15.10.2009 - 30.01.2010, 1502 - 615 II 615

SPAWR
Academic Writing and Research
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Jones, Jacob
Mo, wöchentl., 14:00 - 16:00, 12.10.2009 - 30.01.2010, 1502 - 609 II 609
Mo, wöchentl., 16:00 - 18:00, 12.10.2009 - 30.01.2010, 1502 - 609 II 609
Di, wöchentl., 08:00 - 10:00, 13.10.2009 - 30.01.2010, 1502 - 609 II 609
Di, wöchentl., 10:00 - 12:00, 13.10.2009 - 30.01.2010, 1502 - 613 II 613
Di, wöchentl., 14:00 - 16:00, 13.10.2009 - 30.01.2010, 1502 - 615 II 615

Writing in English

SPTAP
Textual Analysis and Production
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Ilsemann, Hartmut
Mo, wöchentl., 14:00 - 16:00, 12.10.2009 - 30.01.2010, 1502 - 613 II 613

SPEW
Expository Writing
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Gans, Anne
Di, wöchentl., 10:00 - 12:00, 13.10.2009 - 30.01.2010, 1502 - 709 II 709
Di, Einzel, 10:00 - 12:00, 19.01.2010 - 19.01.2010, 1502 - 013 II 013 , Klausur

Contexts of English Language Use

SPEP

English for Professional Use
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Bennett, Peter
Do, wöchentl., 12:00 - 14:00, 15.10.2009 - 30.01.2010, 1502 - 703 II 703
Do, wöchentl., 14:00 - 16:00, 15.10.2009 - 30.01.2010, 1502 - 703 II 703

SPVE

Varieties of English: Classroom English
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Gans, Anne
Mo, wöchentl., 14:00 - 16:00, 12.10.2009 - 30.01.2010, 1502 - 615 II 615

Varieties of English: Travel and Food Writing
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Jones, Jacob
Mo, wöchentl., 12:00 - 14:00, 12.10.2009 - 30.01.2010, 1502 - 703 II 703

Foundations Literature and Culture

American Literature and Culture from the Beginnings to the 1850s
Vorlesung, SWS: 2
Mayer, Ruth
Mo, Einzel, 10:00 - 12:00, 12.10.2009 - 30.01.2010, 1502 - 003 II 003
Mo, Einzel, 10:00 - 11:30, 04.01.2010 - 04.01.2010, 1208 - A001 Kesselhaus
Do, Einzel, 10:00 - 12:00, 04.02.2010 - 04.02.2010, 1502 - 003 II 003 , Klausur
Kommentar
This lecture will provide an introduction to early American culture and literature, focusing on the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts. We will try to come to terms with the fact that only one version of the stories of discovery and colonization has survived, and cast a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution and independence.

Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 07 October 2009, 1 p.m. You will find them online: http://www.engsem.uni-hannover.de/downloads/index.php

Please also register on StudIP for this class.
Prerequisites for certificate: will be specified
For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung
AmerF2

Literatur
A reader with course material will be made available at the beginning of the class.
American Literature and Culture from the Beginnings to the 1850s
Vorlesung, SWS: 2
Twelbeck, Kirsten
Do, wöchentl., 10:00 - 12:00, 15.10.2009 - 30.01.2010, 1502 - 003 II 003
Do, Einzel, 10:00 - 12:00, 07.01.2010 - 07.01.2010, 6301 - 221 I/221 - Großer Hörsaal

Kommentar
This lecture will provide an introduction to early American culture and literature, focusing on the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts. We will try to come to terms with the fact that only one version of the stories of discovery and colonization has survived, and cast a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution and independence.

Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 07 October 2009, 1 p.m. You will find them online: http://www.engsem.uni-hannover.de/downloads/index.php

Please also register on StudIP for this class.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung
AmerF2

Literatur
A reader with course material will be made available at the beginning of the class.


Introduction to Literary Studies
Seminar, SWS: 2
Groß (M. A.), Florian
Di, wöchentl., 12:00 - 14:00, 13.10.2009 - 30.01.2010, 1502 - 609 II 609
Fr, Einzel, 14:00 - 18:00, 11.12.2009 - 11.12.2009, 1502 - 615 II 615, Filmvorführung

Kommentar
This class provides an introduction to methods of interpretation and analysis, focusing on the field of US literary and cultural history. We will discuss a variety of genres and text sorts - ranging from prose to drama, poetry, and film.

Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 07 October 2009, 1 p.m. You will find them online: http://www.engsem.uni-hannover.de/downloads/index.php

Please also register on StudIP for this class.

Prerequisites for certificate: will be specified

For further information: florian.gross@engsem.uni-hannover.de

Bemerkung
AmerBritF1

Literatur
A reader with additional course material will be made available at the beginning of the semester.
### Introduction to Literary Studies

**Seminar, SWS: 2**  
Krämer, Lucia  
Mi, wöchentl., 10:00 - 12:00, 14.10.2009 - 30.01.2010, 1502 - 703 II 703

**Kommentar**  
This course is designed as a general introduction to English Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. This includes the problematization of seemingly obvious concepts such as “the author”, “literature”, “meaning” and “culture”. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills of description, analysis and interpretation. For illustration, we will draw on representative textual examples from all genres (poetry, drama, narrative prose) and periods. The course will also address the basic rules of research and will introduce students to the conventions of scholarly writing.

Prerequisites for certificate: will be specified

For further information: lucia.kraemer@engsem.uni-hannover.de

**Literatur**  
Students should buy the following textbook:


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### Introduction to Literary Studies

**Seminar, SWS: 2**  
Gohrisch, Jana  
Mi, wöchentl., 08:00 - 10:00, 14.10.2009 - 30.01.2010, 1502 - 615 II 615

**Kommentar**  
This course is designed as a general introduction into English Literary Studies. It has two aims: firstly, to acquaint students with the different theoretical models and methodological approaches to literature and, secondly, to enable students to develop analytical skills based on examples from English poetry, prose and drama. In addition to the textbook by Vera and Ansgar Nünning, we shall read essays by critics from a variety of methodological schools, Shakespeare’s “Sonnet 73” and the first act of *Othello*, as well as short stories by Thomas Hardy and Virginia Woolf. Students will learn to make sense of a difficult theoretical text, to use secondary material in the interpretation of literature, to design a contention of their own and to prepare a term paper.

Prerequisites for certificate: will be specified

For further information: jana.gohrisch@engsem.uni-hannover.de

**Literatur**  
Textbook:


Please buy Nünning’s textbook. I shall provide a reader at the beginning of the semester which contains the theoretical essays, the secondary material, the sonnet and the short stories.
Introduction to Literary Studies
Seminar, SWS: 2
Funk, Wolfgang
Do, wöchentl., 10:00 - 12:00, 15.10.2009 - 30.01.2010, 1502 - 609 II 609
Kommentar This course will acquaint students with the skills they need for their literary studies. These include the description, analysis and interpretation of literary texts from all genres (poetry, drama, prose) as well as an introduction to critical thinking and terminology. With Michael Meyer's textbook as a basis, the students will develop the essential tools for working with literary texts and get the chance to apply them to various examples from English literature (both past and present). The course will introduce and question important concepts such as "the author", "the reader", "textuality" or "literary communication" and help the students navigate through difficult secondary material. In addition, the students will be introduced to the basic rules of scholarly research and presentation.

Prerequisites for certificate: will be specified
For further information: wolfgang.funk@engsem.uni-hannover.de

Bemerkung
Literatur

Survey of British Literatures and Cultures I
Vorlesung, SWS: 2
Emig, Rainer
Fr, wöchentl., 12:00 - 14:00, 09.10.2009 - 30.01.2010, 1502 - 003 II 003
Kommentar The aims of this set of two lectures (the second one will be offered in the summer term) are
1. to provide a broad introduction to the cultural history of Britain and Ireland as well as current debates and conflicts in British culture;
2. to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.
In two survey lectures we will cover the beginnings of British cultures to roughly the 18th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.
The lectures will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.
These lectures are designed for students from all degree schemes. BA students will have to pass a written examination in the final teaching week.
No need to register beforehand, but you must be present at the first meeting.
Prerequisites for certificate: will be specified
For further information: rainer.emig@engsem.uni-hannover.de

Bemerkung
Literatur

Survey Literature and Culture

Recommended background material:
Englische Literaturgeschichte by Hans Ulrich Seeber (3rd edition, 1999)
Englische Literaturgeschichte: eine neue Darstellung aus der Sicht der Geschlechterforschung by Ina Schabert (1997).
Survey of British Literatures and Cultures I
Vorlesung, SWS: 2
Emig, Rainer
Fr, wöchentl., 12:00 - 14:00, 09.10.2009 - 30.01.2010, 1502 - 003 II 003
Kommentar
The aims of this set of two lectures (the second one will be offered in the summer term) are
1. to provide a broad introduction to the cultural history of Britain and Ireland as well as current debates and conflicts in British culture;
2. to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.
In two survey lectures we will cover the beginnings of British cultures to roughly the 18th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.
The lectures will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.
These lectures are designed for students from all degree schemes. BA students will have to pass a written examination in the final teaching week.
No need to register beforehand, but you must be present at the first meeting.
Prerequisites for certificate: will be specified
For further information:rainer.emig@engsem.uni-hannover.de

Bemerkung
BritF2, BritF3

Literatur
Recommended background material:
Englische Literaturgeschichte by Hans Ulrich Seeber (3rd edition, 1999)
Englische Literaturgeschichte: eine neue Darstellung aus der Sicht der Geschlechterforschung by Ina Schabert (1997).

Foundations Methodology of Teaching English as a Foreign Language
The internationalization of the world provides challenges as well as opportunities for
our students and following generations of students. This affects what we teach and
how we teach to prepare them for today's and tomorrow's society; this is particularly so
in teaching a foreign language. Clearly teaching approaches are needed that stress
on multilingualism and multiculturalism to allow our students to become able to speak,
understand and write functionally in English as a *lingua franca* in various areas within
a more and more interconnected and interdependent world. Research has proven that
content and language integrated learning (CLIL) is an effective teaching and learning
vehicle as it puts emphasize on learning by construction and not by instruction. One
cannot learn a language without content and vice versa. However, if subject specific
contents are thought in English, ultimately a more meaningful and authentic learning
environment is generated, which may enhance foreign language learning.

Within our seminar we are going to develop theoretical justifications and practical
suggestions for CLIL. Thus, we are going to define CLIL, to analyse how it works in
terms of language acquisition, to emphasize didactical as well as methodological tools
and their application, and to discuss issues it raises. The subject Biology will serve as
a model for our studies, which implies that a scientific background is desirable, but not
necessary. After laying the theoretical foundations we will work on concrete teaching
methods including the use of various materials (= mini practice). This is why a part of this
seminar will be held in bloc form.

Please register for this class at the e-mail address given at the latest, a week prior to the
beginning of this seminar.

Prerequisites for certificate: will be specified

For further information: AlexWoltin@gmx.de

**Recommended literature:**

Bach, Gerhard u. Susanne Niemeier. (Hrsg.). (2002). Bilingualer Unterricht: Grundlagen,

Bach, Gerhard und Johannes-Peter Timm. (Hrsg.) (2003). Englischunterricht: Grundlagen


Bredenbröker, Winfried. (2000). Förderung der fremdsprachlichen Kompetenz durch

Finkbeiner, Claudia. (Hg.). (2002). Bilingualer Unterricht. Lehren und Lernen in zwei

Unterricht (Themenheft). Der Fremdsprachliche Unterricht 78.

Stuttgart: Klett.


Englisch. 197/298.

Berlin: Cornelsen.
Introduction to English Language Teaching
Seminar, SWS: 2
Blell, Gabriele (verantwortlich)
Di, Einzel, 12:00 - 14:00, 06.10.2009 - 06.10.2009, 1502 - 615 II 615
Di, wöchentl., 12:00 - 14:00, 13.10.2009 - 30.01.2010, 1502 - 003 II 003
Kommentar
This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester (PVO 1998). The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: Promoting intercultural communicative competence (ICC) (Foreign) language learning as individual and collaborative achievement Developing learner- and learning centred teaching Supporting task-based learning.
Main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.
Prerequisites for certificate: will be specified
For further information: gabriele.blell@engsem.uni-hannover.de

Bemerkung:

Literatur

Bibliography:
Müller-Hartmann, A. & Schocker-v. Ditfurth, M: Introduction to English Language Teaching . Klett 2004 (obligatory)
My story, my music, my world: Multimediale und sprachenübergreifende Aufgabenentwicklung

Seminar, SWS: 2
Blell, Gabrielle / Ruhm (Staatsexamen), Hannah / Dannecker, Wiebke
Di, wöchentl., 16:00 - 18:00, 06.10.2009 - 30.01.2010, 1502 - 615 II 615

Kommentar

Im Anschluss an die Behandlung ausgewählter theoretischer Aspekte (u. a. Aufgabenorientierung/Task-based language learning, Mehrsprachigkeitsdidaktik, Interkulturelles Lernen) sollen die Texte dazu genutzt werden Aufgabenstellungen und Lernmaterialien für einen fächer- und sprachenübergreifenden Unterricht herzustellen. Die Studierenden erhalten im Rahmen des Seminars die Möglichkeit, die entwickelten Materialien im Schulkontext und in der Zusammenarbeit mit Lehrerinnen und Lehrern auszuprobieren.

Dieses interdisziplinäre Didaktik-Proseminar ist offen für Studierende der Anglistik und der Germanistik/DaF/DaZ.

Prerequisites for certificate: will be specified

Anmeldung per E-mail bis zum 15.09.09
For further information: gabriele.blell@engsem.uni-hannover.de, hannah.ruhm@engsem.uni-hannover.de, wiebke.dannecker@germanistik.uni-hannover.de

Bemerkung
DidF2
Teilnehmerzahl 20 je Fach, Anmeldung über Stud.IP

Literatur


Working with Grammar and Vocabulary
Seminar, SWS: 2
Fellmann, Gabriela
Mi, wöchentl., 16:00 - 18:00, 21.10.2009 - 30.01.2010, 1502 - 615 II 615
Kommentar
In this seminar we will deal with teaching grammar and vocabulary in the English Language Classroom. We will take a look at different levels of language learning, from elementary school to adult education. Topics will cover different methods of working with grammar and vocabulary; arguments for and against teaching grammar; evaluation of textbooks, grammar books and dictionaries. We will look at different practical examples from the classroom and analyse their potential for learners' language development.

Prerequisites for certificate: will be specified

For further information: FellmannG@aol.com

Bemerkung
DidF2

Literatur
Recommended Reading:


Integrated English Practice

*SPTOP1*

**Topics: Canadian Pop Culture**
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Hunter, Kate
Fr, wöchentl., 10:00 - 12:00, 16.10.2009 - 30.01.2010, 1502 - 609 II 609

**Topics: Canadian Women Writers**
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Hunter, Kate
Fr, wöchentl., 08:00 - 10:00, 16.10.2009 - 30.01.2010, 1502 - 609 II 609

**Topics: From Abe to Obama "the Midwest and Culture"**
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Jones, Jacob
Do, wöchentl., 12:00 - 14:00, 15.10.2009 - 30.01.2010, 1502 - 615 II 615

**Topics: Investigation into Language Mechanics**
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Gans, Anne
Di, wöchentl., 14:00 - 16:00, 13.10.2009 - 30.01.2010, 1502 - 709 II 709
Topics: Translation Project: University Booklets
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Gans, Anne
Di, wöchentlich, 12:00 - 14:00, 13.10.2009 - 30.01.2010, 1502 - 703 II 703

SPTOP2
Topics: Canadian Pop Culture
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Hunter, Kate
Fr, wöchentlich, 10:00 - 12:00, 16.10.2009 - 30.01.2010, 1502 - 609 II 609

Topics: Canadian Women Writers
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Hunter, Kate
Fr, wöchentlich, 08:00 - 10:00, 16.10.2009 - 30.01.2010, 1502 - 609 II 609

Topics: From Abe to Obama "the Midwest and Culture"
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Jones, Jacob
Do, wöchentlich, 12:00 - 14:00, 15.10.2009 - 30.01.2010, 1502 - 615 II 615

Topics: Investigation into Language Mechanics
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Gans, Anne
Di, wöchentlich, 14:00 - 16:00, 13.10.2009 - 30.01.2010, 1502 - 709 II 709

Topics: Translation Project: University Booklets
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Gans, Anne
Di, wöchentlich, 12:00 - 14:00, 13.10.2009 - 30.01.2010, 1502 - 703 II 703

Bachelorarbeit
Examenskolloquium "American Studies"
Kolloquium, SWS: 2
Mayer, Ruth
Di, wöchentlich, 12:00 - 14:00, 06.10.2009 - 30.01.2010, 1502 - 613 II 613
Kommentar
Das Examenskolloquium richtet sich an Studierende aller Studiengänge, die ihre Abschlussarbeit oder eine mündliche Prüfung in den American Studies ablegen wollen. Das Vorgehen richtet sich nach den Bedürfnissen der Teilnehmer und Teilnehmerinnen und reicht von mündlichen und schriftlichen mock exams (Vorbereitung für Klausuren und mündliche Prüfungen) über die Frage nach der Themenfindung und Gliederung einer Examensarbeit bis hin zu grundsätzlichen Aspekten der Prüfungsvorbereitung (etwa: Was ist ein gutes Prüfungsthema? Wie gestalte ich ein Thesenpapier? Wie bereite ich mich auf die Klausuren vor?).

For further information: ruth.mayer@engsem.uni-hannover.de
**Examenskolloquium "Englische Literatur- und Kulturwissenschaft"**

*Kolloquium, SWS: 2*

*Gohrisch, Jana*

*Di, wöchentl., 14:00 - 16:00, 06.10.2009 - 30.01.2010, 1502 - 613 II 613*

**Kommentar**

Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (BA, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft (insbesondere Anglistik und Neue Englischsprachige Literaturen) ablegen wollen.

Der Veranstaltungsplan umfasst (je nach Bedarf der TeilnehmerInnen) die zentralen Bereiche der Literaturwissenschaft wie Literaturtheorie, Literaturgeschichte, Textanalyse und Interpretation. Darüber hinaus werden wir die Abschlussklausuren (vorbereitende Recherche und Lektüre, Schreibtechniken), die mündlichen Abschlussprüfungen (Themenwahl in Literatur- und Kulturwissenschaft, Thesenpapier) und die schriftliche Abschlussarbeit (Themenwahl, Arbeitstechniken) besprechen. Es wird auch die Möglichkeit geben, Prüfungen zu simulieren.

For further information: jana.gohrisch@engsem.uni-hannover.de

**Bemerkung**

Bachelorarbeit / Examensseminare / AAS7

**Literatur**

*Lektüreempfehlungen:*


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**Examenskolloquium: Key Ideas in Linguistics**

*Kolloquium, SWS: 2*

*Schulze, Rainer*

*Mo, wöchentl., 10:00 - 12:00, 12.10.2009 - 30.01.2010, 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 present and discuss any questions relating to form, substance and organization of the thesis (i.e. Staatsexamensarbeit, Magisterarbeit, BA-Abschlussarbeit, etc.) and the written and oral examinations. Additionally, we will tackle some basic ideas in linguistics that have shaped the study of language up to the present day. Each class will include a brief description of some particular conception, an account of its development, and its impact on the field of language study. Ideas covered range from acceptability/grammaticality, ambiguity/vagueness, behaviourism and cognitivism, through holism, implicature and linguistic relativity, to sense/reference, speech act theory, and universal grammar.

**Bemerkung**

Examensvorbereitung

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**B.Sc. Technical Education**

**Foundations Linguistics 1**
**Introduction to Linguistics I**
Seminar, SWS: 2
Höche, Silke
Do, wöchentl., 16:00 - 18:00, 15.10.2009 - 30.01.2010, 1502 - 003 II 003

**Kommentar**
This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics: phonetics and phonology, morphology, syntax, semantics and pragmatics. Areas such as sociolinguistics, varieties of English, first and second language acquisition, comparative linguistics English/German, historical linguistics, corpus linguistics, language universals and language typology will be tackled in the summer semester 2010.

Prerequisites for certificate: will be specified

For further information please contact me at: silke.hoeche@engsem.uni-hannover.de

**Bemerkung**
LingF1

**Literatur**
A reader with selected texts will be made available at the beginning of the semester.

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**Introduction to Linguistics II**
Seminar, SWS: 2
Shahrokny-Prehn, Arian
Mo, wöchentl., 08:00 - 10:00, 12.10.2009 - 30.01.2010, 1502 - 003 II 003

**Kommentar**
This course is a sequel to Introduction to Linguistics I and will cover areas such as sociolinguistics, varieties of English, first and second language acquisition, historical linguistics, speech acts and conversation.

Prerequisites for certificate: will be specified

For further information please contact me at: arian.shahrokny@engsem.uni-hannover.de

**Bemerkung**
LingF2

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

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**Foundations Linguistics 2**
**English Sentences**

**Vorlesung, SWS: 2**
Schulze, Rainer
Di, wöchentl., 16:00 - 18:00, 06.10.2009 - 30.01.2010, 1502 - 003 II 003
Di, Einzel, 16:00 - 18:00, 26.01.2010 - 26.01.2010, 1501 - 201 I 201 , Klausur

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

**Bemerkung**
LingF3 / FAL1, FAL2

**Literatur**
Recommended background reading:


**English Word-formation**

**Seminar, SWS: 2**
Schröder, Anne
Fr, wöchentl., 10:00 - 12:00, 09.10.2009 - 30.01.2010, 1502 - 709 II 709

**Bemerkung**
LingF4

**Psycholinguistics**

**Seminar, SWS: 2**
Höche, Silke
Fr, wöchentl., 08:00 - 10:00, 09.10.2009 - 30.01.2010, 1502 - 703 II 703

**Kommentar**
Psycholinguistics stands at the interface of linguistics, psychology and neurology. The basic objective of psycholinguistics is to understand how the human mind/brain supports the learning, comprehension, and production of language. The seminar discusses a number of these aspects of the connection between our abilities in language and other mental abilities. Subjects treated in the course of the seminar include the structures and "mechanisms" of the mental lexicon, language processing (i.e. comprehension and production of language), cognition and its relationship to language (e.g. to what extent does language influence the way we think and vice versa), the acquisition and loss of language, and aphasia (the effects of damages to the brain on language, and what this tells us about the structure of our mental capacity for language). In the treatment of these aspects we will also consider the experimental and analytic techniques that have been used to investigate psycholinguistic issues.

**Prerequisites for certificate: will be specified**

For further information please contact me at: silke.hoeche@engsem.uni-hannover.de

**Bemerkung**
LingF4

**Literatur**
A reader with selected texts will be made available at the beginning of the semester.
## Sociolinguistics

**Seminar, SWS: 2**  
**Schröder, Anne**  
**Do, wöchentl., 10:00 - 12:00, 08.10.2009 - 30.01.2010**  
**Bemerkung** LingF4

The way we speak - much more so than the way we write - is very important for us and for others because it can immediately identify us as belonging to a particular group of people. Yet, how do we actually distinguish between different ways of speaking? The terms "dialect" and "accent" come readily to mind, but how are they defined and how do they relate to each other and to "language"?

In the course of this seminar, we will look - or more appropriate, listen in detail at/to different varieties of English and try to analyse them from a phonological as well as a phonetic perspective. As a basis for our analyses and discussions, we will first repeat the basics of phonetics and phonology and then continue with their application. Phonetic transcription will play an important role here. Our sources will be authentic (radio recordings / interviews) as well as artificial (songs / film).

Prerequisites for certificate: will be specified

Kindly register for this course via email and by logging on to the appropriate studIP platform.

For further information and registration please contact me at: arian.shahrokny@engsem.uni-hannover.de

**Bemerkung** LingF4  
**Literatur** A reader with selected texts as well as additional secondary literature will be made available at the beginning of the semester.

## Spoken Variation

**Seminar, SWS: 2**  
**Shahrokny-Prehn, Arian**  
**Do, wöchentl., 08:00 - 10:00, 08.10.2009 - 30.01.2010, 1502 - 703 II 703**

"I don't drink coffee I take tea my dear  
I like my toast done on one side  
And you can hear it in my accent when I talk  
I'm an Englishman in New York"

## Advanced English Skills

### SPCS

**Communication Skills**  
**Sprachpraxis / Sprachpraktische Übung, SWS: 2**  
**Gans, Anne**  
**Mo, wöchentl., 10:00 - 12:00, 12.10.2009 - 30.01.2010, 1502 - 615 II 615**  
**Mo, wöchentl., 12:00 - 14:00, 12.10.2009 - 30.01.2010, 1502 - 615 II 615**

**Communication Skills**  
**Sprachpraxis / Sprachpraktische Übung, SWS: 2**  
**Bennett, Peter**  
**Di, wöchentl., 14:00 - 16:00, 13.10.2009 - 30.01.2010, 1502 - 703 II 703**

**Communication Skills**  
**Sprachpraxis / Sprachpraktische Übung, SWS: 2**  
**Jones, Jacob**  
**Do, wöchentl., 14:00 - 16:00, 15.10.2009 - 30.01.2010, 1502 - 609 II 609**  
**Do, wöchentl., 16:00 - 18:00, 15.10.2009 - 30.01.2010, 1502 - 615 II 615**
**SPAWR**

**Academic Writing and Research**
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Jones, Jacob
Mo, wöchentl., 14:00 - 16:00, 12.10.2009 - 30.01.2010, 1502 - 609 II 609
Mo, wöchentl., 16:00 - 18:00, 12.10.2009 - 30.01.2010, 1502 - 609 II 609
Di, wöchentl., 08:00 - 10:00, 13.10.2009 - 30.01.2010, 1502 - 609 II 609
Di, wöchentl., 10:00 - 12:00, 13.10.2009 - 30.01.2010, 1502 - 613 II 613
Di, wöchentl., 14:00 - 16:00, 13.10.2009 - 30.01.2010, 1502 - 615 II 615

**Writing in English**

**SPTAP**

**Textual Analysis and Production**
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Ilsemann, Hartmut
Mo, wöchentl., 14:00 - 16:00, 12.10.2009 - 30.01.2010, 1502 - 613 II 613

**SPEW**

**Expository Writing**
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Gans, Anne
Di, wöchentl., 10:00 - 12:00, 13.10.2009 - 30.01.2010, 1502 - 709 II 709
Di, Einzel, 10:00 - 12:00, 19.01.2010 - 19.01.2010, 1502 - 013 II 013, Klausur

**Intergrated English Practice**

**SPTOP1**

**Topics: Canadian Pop Culture**
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Hunter, Kate
Fr, wöchentl., 10:00 - 12:00, 16.10.2009 - 30.01.2010, 1502 - 609 II 609

**Topics: Canadian Women Writers**
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Hunter, Kate
Fr, wöchentl., 08:00 - 10:00, 16.10.2009 - 30.01.2010, 1502 - 609 II 609

**Topics: From Abe to Obama "the Midwest and Culture"**
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Jones, Jacob
Do, wöchentl., 12:00 - 14:00, 15.10.2009 - 30.01.2010, 1502 - 615 II 615

**Topics: Investigation into Language Mechanics**
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Gans, Anne
Di, wöchentl., 14:00 - 16:00, 13.10.2009 - 30.01.2010, 1502 - 709 II 709

**Topics: Translation Project: University Booklets**
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Gans, Anne
Di, wöchentl., 12:00 - 14:00, 13.10.2009 - 30.01.2010, 1502 - 703 II 703

**SPTOP2**

**Topics: Canadian Pop Culture**
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Hunter, Kate
Fr, wöchentl., 10:00 - 12:00, 16.10.2009 - 30.01.2010, 1502 - 609 II 609
Topics: Canadian Women Writers  
Sprachpraxis / Sprachpraktische Übung, SWS: 2  
Hunter, Kate  
Fr, wöchentl., 08:00 - 10:00, 16.10.2009 - 30.01.2010, 1502 - 609 II 609

Topics: From Abe to Obama "the Midwest and Culture"  
Sprachpraxis / Sprachpraktische Übung, SWS: 2  
Jones, Jacob  
Do, wöchentl., 12:00 - 14:00, 15.10.2009 - 30.01.2010, 1502 - 615 II 615

Topics: Investigation into Language Mechanics  
Sprachpraxis / Sprachpraktische Übung, SWS: 2  
Gans, Anne  
Di, wöchentl., 14:00 - 16:00, 13.10.2009 - 30.01.2010, 1502 - 709 II 709

Topics: Translation Project: University Booklets  
Sprachpraxis / Sprachpraktische Übung, SWS: 2  
Gans, Anne  
Di, wöchentl., 12:00 - 14:00, 13.10.2009 - 30.01.2010, 1502 - 703 II 703

Foundations Methodology of Teaching English as a Foreign Language
And now in English please! An Introduction to CLIL

Seminar, SWS: 2
Woltin, Alexander
Mo, wöchentl., 16:00 - 18:00, 12.10.2009 - 30.01.2010, 1502 - 615 II 615 , Terminänderung

Kommentar

The internationalization of the world provides challenges as well as opportunities for our students and following generations of students. This affects what we teach and how we teach to prepare them for todays and tomorrows society; this is particulary so in teaching a foreign language. Clearly teaching approaches are needed that stress on multilingualism and multiculturalism to allow our students to become able to speak, understand and write functionally in English as a *lingua franca* in various areas within a more and more interconnected and interdependent world. Research has proven that content and language integrated learning (CLIL) is an effective teaching and learning vehicle as it puts emphasize on learning by construction and not by instruction. One cannot learn a language without content and vice versa. However, if subject specific contents are thought in English, ultimately a more meaningful and authentic learning environment is generated, which may enhance foreign language learning.

Within our seminar we are going to develop theoretical justifications and practical suggestions for CLIL. Thus, we are going to define CLIL, to analyse how it works in terms of language acquisition, to emphasize didactical as well as methodological tools and their application, and to discuss issues it raises. The subject Biology will serve as a model for our studies, which implies that a scientific background is desirable, but not necessary. After laying the theoretical foundations we will work on concrete teaching methods including the use of various materials (=mini practice). This is why a part of this seminar will be held in bloc form.

Please register for this class at the e-mail address given at the latest, a week prior to the beginning of this seminar.

Prerequisites for certificate: will be specified

For further information: AlexWoltin@gmx.de

Bemerkung

DidF2

Literatur

A reader as well as literature on the reserve shelf in the library will be made available prior to the beginning of this course.

**Recommended literature:**


Introduction to English Language Teaching
Seminar, SWS: 2
Blell, Gabriele (verantwortlich)
Di, Einzel, 12:00 - 14:00, 06.10.2009 - 06.10.2009, 1502 - 615 II 615

Kommentar
This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester (PVO 1998). The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: Promoting intercultural communicative competence (ICC) (Foreign) language learning as individual and collaborative achievement Developing learner- and learning centred teaching Supporting task-based learning.

Main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Prerequisites for certificate: will be specified
For further information: gabriele.blell@engsem.uni-hannover.de

Bemerkung
DidF1

Literatur

Bibliography:
Müller-Hartmann, A. & Schocker-v. Ditfurth, M: Introduction to English Language Teaching . Klett 2004 (obligatory)
My story, my music, my world: Multimediale und sprachenübergreifende Aufgabenentwicklung
Seminar, SWS: 2
Blell, Gabriele / Ruhm (Staatsexamen), Hannah / Dannecker, Wiebke
Di, wöchentl., 16:00 - 18:00, 06.10.2009 - 30.01.2010, 1502 - 615 II 615

Kommentar

Im Anschluss an die Behandlung ausgewählter theoretischer Aspekte (u. a. Aufgabenorientierung/Task-based language learning, Mehrsprachigkeitsdidaktik, Interkulturelles Lernen) sollen die Texte dazu genutzt werden Aufgabenstellungen und Lernmaterialien für einen fächer- und sprachenübergreifenden Unterricht herzustellen.

Die Studierenden erhalten im Rahmen des Seminars die Möglichkeit, die entwickelten Materialien im Schulkontext und in der Zusammenarbeit mit Lehrerinnen und Lehrern auszuprobieren.

Dieses interdisziplinäre Didaktik-Proseminar ist offen für Studierende der Anglistik und der Germanistik/DaF/DaZ.

Prerequisites for certificate: will be specified
Anmeldung per E-Mail bis zum 15.09.09
For further information: gabriele.blell@engsem.uni-hannover.de, hannah.ruhm@engsem.uni-hannover.de, wiebke.dannecker@germanistik.uni-hannover.de

Bemerkung
DidF2
Teilnehmerzahl 20 je Fach, Anmeldung über Stud.IP

Literatur


Working with Grammar and Vocabulary
Seminar, SWS: 2
Fellmann, Gabriela
Mi, wöchentl., 16:00 - 18:00, 21.10.2009 - 30.01.2010, 1502 - 615 II 615

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

Prerequisites for certificate: will be specified
For further information: FellmannG@aol.com

Bemerkung
DidF2

Literatur
Recommended Reading:

Foundations Literature and Culture
American Literature and Culture from the Beginnings to the 1850s
Vorlesung, SWS: 2
Mayer, Ruth
Mo, wöchentl., 10:00 - 12:00, 12.10.2009 - 30.01.2010, 1502 - 003 II 003
Mo, Einzel, 10:00 - 11:30, 04.01.2010 - 04.01.2010, 1208 - A001 Kesselhaus
Do, Einzel, 10:00 - 12:00, 04.02.2010 - 04.02.2010, 1502 - 003 II 003 , Klausur
Kommentar
This lecture will provide an introduction to early American culture and literature, focusing on the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts. We will try to come to terms with the fact that only one version of the stories of discovery and colonization has survived, and cast a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution and independence.

Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 07 October 2009, 1 p.m. You will find them online: http://www.engsem.uni-hannover.de/downloads/index.php
Please also register on StudIP for this class.
Prerequisites for certificate: will be specified
For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung
AmerF2
Literatur
A reader with course material will be made available at the beginning of the class.


American Literature and Culture from the Beginnings to the 1850s
Vorlesung, SWS: 2
Twelbeck, Kirsten
Do, wöchentl., 10:00 - 12:00, 15.10.2009 - 30.01.2010, 1502 - 003 II 003
Do, Einzel, 10:00 - 12:00, 07.01.2010 - 07.01.2010, 6301 - 221 I/221 - Großer Hörsaal
Kommentar
This lecture will provide an introduction to early American culture and literature, focusing on the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts. We will try to come to terms with the fact that only one version of the stories of discovery and colonization has survived, and cast a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution and independence.

Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 07 October 2009, 1 p.m. You will find them online: http://www.engsem.uni-hannover.de/downloads/index.php
Please also register on StudIP for this class.
Prerequisites for certificate: will be specified
For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung
AmerF2
Literatur
A reader with course material will be made available at the beginning of the class.

### Introduction to Literary Studies
Seminar, SWS: 2  
Groß (M. A.), Florian  
Di, wöchentl., 12:00 - 14:00, 13.10.2009 - 30.01.2010, 1502 - 609 II 609  
Fr, Einzel, 14:00 - 18:00, 11.12.2009 - 11.12.2009, 1502 - 615 II 615, Filmvorführung

**Commentary**  
This class provides an introduction to methods of interpretation and analysis, focusing on the field of US literary and cultural history. We will discuss a variety of genres and text sorts - ranging from prose to drama, poetry, and film.

Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 07 October 2009, 1 p.m. You will find them online: [http://www.engsem.uni-hannover.de/downloads/index.php](http://www.engsem.uni-hannover.de/downloads/index.php)

Please also register on StudIP for this class.

Prerequisites for certificate: will be specified

For further information: florian.gross@engsem.uni-hannover.de

**Remark**  
AmerBritF1

**Literature**  
A reader with additional course material will be made available at the beginning of the semester.

### Introduction to Literary Studies
Seminar, SWS: 2  
Krämer, Lucia  
Mi, wöchentl., 10:00 - 12:00, 14.10.2009 - 30.01.2010, 1502 - 703 II 703

**Commentary**  
This course is designed as a general introduction to English Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. This includes the problematization of seemingly obvious concepts such as "the author", "literature", "meaning" and "culture". The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills of description, analysis and interpretation. For illustration, we will draw on representative textual examples from all genres (poetry, drama, narrative prose) and periods. The course will also address the basic rules of research and will introduce students to the conventions of scholarly writing.

Prerequisites for certificate: will be specified

For further information: lucia.kraemer@engsem.uni-hannover.de

**Remark**  
AmerBritF1

**Literature**  
Students should buy the following textbook:

Introduction to Literary Studies
Seminar, SWS: 2
Gohrisch, Jana
Mi, wöchentl., 08:00 - 10:00, 14.10.2009 - 30.01.2010, 1502 - 615 II 615
Kommentar
This course is designed as a general introduction into English Literary Studies. It has two aims: firstly, to acquaint students with the different theoretical models and methodological approaches to literature and, secondly, to enable students to develop analytical skills based on examples from English poetry, prose and drama. In addition to the textbook by Vera and Ansgar Nünning, we shall read essays by critics from a variety of methodological schools, Shakespeare's "Sonnet 73" and the first act of Othello, as well as short stories by Thomas Hardy and Virginia Woolf. Students will learn to make sense of a difficult theoretical text, to use secondary material in the interpretation of literature, to design a contention of their own and to prepare a term paper.

Prerequisites for certificate: will be specified

For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung
AmerBritF1
Literatur
Textbook:
Please buy Nünning's textbook. I shall provide a reader at the beginning of the semester which contains the theoretical essays, the secondary material, the sonnet and the short stories.

Introduction to Literary Studies
Seminar, SWS: 2
Funk, Wolfgang
Do, wöchentl., 10:00 - 12:00, 15.10.2009 - 30.01.2010, 1502 - 609 II 609
Kommentar
This course will acquaint students with the skills they need for their literary studies. These include the description, analysis and interpretation of literary texts from all genres (poetry, drama, prose) as well as an introduction to critical thinking and terminology. With Michael Meyer's textbook as a basis, the students will develop the essential tools for working with literary texts and get the chance to apply them to various examples from English literature (both past and present). The course will introduce and question important concepts such as "the author", "the reader", "textuality" or "literary communication" and help the students navigate through difficult secondary material. In addition, the students will be introduced to the basic rules of scholarly research and presentation.

Prerequisites for certificate: will be specified

For further information: wolfgang.funk@engsem.uni-hannover.de

Bemerkung
AmerBritF1
Literatur
Students should purchase:
Additional texts will be made available via Stud-IP or in a reader to be provided at the beginning of the semester.
Survey of British Literatures and Cultures I

Vorlesung, SWS: 2
Emig, Rainer
Fr, wöchentl., 12:00 - 14:00, 09.10.2009 - 30.01.2010, 1502 - 003 II 003

Kommentar
The aims of this set of two lectures (the second one will be offered in the summer term) are
1. to provide a broad introduction to the cultural history of Britain and Ireland as well as current debates and conflicts in British culture;
2. to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

In two survey lectures we will cover the beginnings of British cultures to roughly the 18th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.

The lectures will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

These lectures are designed for students from all degree schemes. BA students will have to pass a written examination in the final teaching week.

No need to register beforehand, but you must be present at the first meeting.

Prerequisites for certificate: will be specified
For further information: rainer.emig@engsem.uni-hannover.de

Bemerkung
BritF2, BritF3

Literatur
Recommended background material:


*Englische Literaturgeschichte* by Hans Ulrich Seeber (3rd edition, 1999)


The History of London

Seminar, SWS: 2
Ilsemann, Hartmut
Fr, wöchentl., 10:00 - 12:00, 09.10.2009 - 30.01.2010, 1502 - 703 II 703

Kommentar
Starting with the geology and geomorphology of the London basin, we shall proceed along the historical timeline from Celts to Romans to medieval times and through the centuries to the problems of 20th-century London. Spatial growth caused by economic, political and cultural developments will be analyzed in its effects on given areas and their structural changes in the course of time.

Participants will be required to present a topic in class and, as a Prüfungsleistung, write a paper. Make sure you apply for the latter in time. A list with topics will be available from StudIP.

If you have any questions please contact hartmut.ilsemann@engsem.uni-hannover.de

Bemerkung
BritF4

Schlüsselkompetenzen
Für weitere Veranstaltungen siehe das Angebot des Zentrums für Schlüsselkompetenzen.
Communication Competencies in Non-Academic Contexts
Seminar, SWS: 2
Mi, wöchentl., 12:00 - 14:00, 14.10.2009 - 30.01.2010, 1502 - 613 II 613
Hamilton-Bick
Kommentar

Students do not have to register for these courses. The class size will be limited to 25 students. If more than 25 students want to take a particular course, priority will be given to students in higher semesters.

These courses are also open to students majoring/minoring in English.

Courses count for Bereich A "Sprach-, Medien- und Darstellungskompetenzen" and/or Bereich B "Allgemeine Kompetenzen zur Förderung der Berufsbefähigung" (Fächerübergreifender Bachelor).

For more information, please see: http://www.engsem.uni-hannover.de/studium/schluesselkompetenz/index.php
or contact Anne Menis (anne.menis@engsem.uni-hannover.de).

Creative Writing in Non-Academic Contexts
Seminar, SWS: 2
Hunter, Kate
Mo, wöchentl., 10:00 - 12:00, 12.10.2009 - 30.01.2010, 1502 - 613 II 613
Kommentar

Students do not have to register for these courses. The class size will be limited to 25 students. If more than 25 students want to take a particular course, priority will be given to students in higher semesters.

These courses are also open to students majoring/minoring in English.

Courses count for Bereich A "Sprach-, Medien- und Darstellungskompetenzen" and/or Bereich B "Allgemeine Kompetenzen zur Förderung der Berufsbefähigung" (Fächerübergreifender Bachelor).

For more information, please see: http://www.engsem.uni-hannover.de/studium/schluesselkompetenz/index.php
or contact Anne Menis (anne.menis@engsem.uni-hannover.de).

English Theatre Workshop
Sonstige, SWS: 4
Bennett, Peter
Mi, Einzel, 14:00 - 17:00, 07.10.2009 - 07.10.2009, 1501 - -119 K119
Mi, wöchentl., 13:00 - 17:00, 14.10.2009 - 30.01.2010, 1501 - -119 K119
Kommentar

Only for students majoring/minoring in English

Students do not have to register for these courses. The class size will be limited to 25 students. If more than 25 students want to take a particular course, priority will be given to students in higher semesters.

Courses count for Bereich A "Sprach-, Medien- und Darstellungskompetenzen" and/or Bereich B "Allgemeine Kompetenzen zur Förderung der Berufsbefähigung" (Fächerübergreifender Bachelor).

For more information, please see: http://www.engsem.uni-hannover.de/studium/schluesselkompetenz/index.php
or contact Anne Menis (anne.menis@engsem.uni-hannover.de).

Masterstudiengang an berufsbildenden Schulen

Advanced Linguistics
Linguistic perspectives on multilingualism
Seminar, SWS: 2
Heine, Lena
Do, wöchentl., 14:00 - 16:00, 22.10.2009 - 30.01.2010, 1502 - 709 II 709 , !!! NEU !!!

Kommentar
This seminar deals with cognitive, social and functional aspects of multilingualism from a linguistic perspective. Students will be introduced to a range of language learning theories, typical research questions, as well as typical methodological approaches in the field. The central approach will be to connect language acquisition models to linguistic theories. This will provide students with a sound theoretical basis that enables them to make professional decisions in language teaching environments. Studies presented will cover a variety of fields, such as generative, cognitive and psycholinguistic approaches, but also sociolinguistics and ethno-linguistics, and will thus also deepen the students’ ability to deal with multiple theoretical perspectives and to critically evaluate different research methodologies.

The seminar will have a strong interactive character, and students will be asked to take an active role in its progression.

Bemerkung
LingA1, LingA2 / FAL 6

Literatur


## Metaphor, Metonymy and Blending

**Seminar, SWS: 2**  
**Schulze, Rainer**  
**Di, wöchentl., 10:00 - 12:00, 06.10.2009 - 30.01.2010, 1502 - 703 II 703**

**Kommentar**  
This seminar is an advanced introduction to the different ways in which figurative language, including metaphor and metonymy, permeate all areas of language, and other methods of communication, covering both theoretical and practical approaches to the analysis of texts.

Combining a variety of approaches (Conceptual Metaphor Theory, the ‘primary metaphor’ version, Blending Theory), the seminar will provide a thorough grounding in metaphor, metonymy and word meaning, theories on the processing and understanding of metaphorical or metonymical language, and metaphor or metonymy in other languages and translation.

Presentations in class will draw on a wide selection of authentic examples to explore metaphor and metonymy in relation to text, discourse and society. Metaphors and metonymies will be explored in a range of contexts such as politics, sport, and advertising, while ‘literary’ metaphor and metonymy will look at metaphor and metonymy in art, cinema, and music, further demonstrating ‘figurative language’ theories in practice.

**Bemerkung**  
LingA1, LingA2 / FAL2

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

Background reading will be taken from the following sources:


## Perspectives on Standard English

**Seminar, SWS: 2**  
**Schröder, Anne**  
**Do, wöchentl., 14:00 - 16:00, 15.10.2009 - 30.01.2010**

**Bemerkung**  
LingA1, LingA2 / FAL4

## Pidgins and Creoles

**Seminar, SWS: 2**  
**Schröder, Anne**  
**Fr, wöchentl., 14:00 - 16:00, 16.10.2009 - 30.01.2010, 1502 - 703 II 703**

**Bemerkung**  
LingA1, LingA2 / FAL4
Syntax and Pragmatics of Non-Sentences

Seminar, SWS: 2
Heine, Lena
Do, wöchentl., 10:00 - 12:00, 15.10.2009 - 30.01.2010, 1502 - 709 II 709 , !!! NEU !!!

Do, Einzel, 10:00 - 12:00, 17.12.2009 - 17.12.2009, 1502 - 809 CIP-Pool

Kommentar - Consider the following English utterances that contain incomplete syntactic structures of some kind:

(1) Ray goes by car but Ron doesn't [_________].
(2) [_________] Two loaves of white bread, please.
(3) [_______] Want some coffee?

One of our central goals in this seminar will be to ask what it is that enables us to interpret these structures in spite of the lacking information and how this can be modelled in a formal way. Besides, we will take a closer look at what function they take in discourse.

The goals of the seminar are to give students a deeper insight into linguistic theory building and to broaden their skills in the analysis of language. Part of the curriculum will consist of an introduction to linguistic methodologies such as corpus linguistics, which the students will apply to answer concrete research questions. The seminar is going to be mainly interactive, and students will be asked to take an active role in its progression.

Bemerkung

Literatur


Contexts of English Language Use

SPEP

English for Professional Use

Sprachpraxis / Sprachpraktische Übung, SWS: 2
Bennett, Peter
Do, wöchentl., 12:00 - 14:00, 15.10.2009 - 30.01.2010, 1502 - 703 II 703

Do, wöchentl., 14:00 - 16:00, 15.10.2009 - 30.01.2010, 1502 - 703 II 703

SPVE

Varieties of English: Classroom English

Sprachpraxis / Sprachpraktische Übung, SWS: 2
Gans, Anne
Mo, wöchentl., 14:00 - 16:00, 12.10.2009 - 30.01.2010, 1502 - 615 II 615
Students enjoy watching movies and TV for a variety of reasons. For one, they get exposure to authentic language in a non-threatening setting. Secondly, movies and video provide common ground to students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003. The course is designed to help you to teach two episodic films: *Crash* (2004) and *Babel* (2006). Some of the objectives of the course will be: critically analyze and understand the purpose for the use of basic film/video techniques and methods for teaching them to students, as well as intertextual connections between media (e.g. film & novel); understand and apply different critical approaches to studying film (e.g. semiotic, postcolonial, cultural studies) and teach them in a task-based learning context; develop 'reading/viewing' skills through a range of classroom activities that demonstrate how audience interaction works to create meaning in film.

A film-screening for the films discussed in the classroom will be organized.

Prerequisites for certificate: will be specified

For further information: gabriele.blell@engsem.uni-hannover.de

Bibliography:


**Themenhefte Teaching Film:**

*PRAXIS Fremdsprachenunterricht* 6/2004

*Der Fremdsprachliche Unterricht Englisch*, 2004

**Films:**

Gonzáles Iñárritu, Alejandro, *Babel*, USA/Mexiko 2006

Haggis, Paul, *Crash*, USA, 2004
To teach the boundary - Enseñar la frontera: Hispanic Americans in the USA

Seminar, SWS: 2
Blell, Gabriele
Do, wöchentl., 14:00 - 16:00, 08.10.2009 - 30.01.2010, 1502 - 615 II 615

Kommentar
The USA shares a border with Mexico, and the high standard of living in the USA acts as a growing magnet to Mexican migrants. In 2000, for the first time in California, Spanish speakers outnumbered English speakers. Hispanics have added a distinct flavour to US culture and society. The aim of the seminar is to focus on this topic. Within the context of intercultural and multilingual language learning concepts we will review and analyze various Hispanic/Mexican-American short stories, novel extracts or poems and other artistic forms such as pictures (Balmy Alley murals in SF, US) or film sequences (Spanglish) and adopt them to various teaching scenarios. The texts will be discussed with reference to issues of immigration, transculturality, blendings (interlingual language) and hybridity.

Prerequisites for certificate: will be specified
For further information: gabriele.blell@engsem.uni-hannover.de

Bemerkung
DidA1, DidA2

Literatur

Primary texts:
Cisneros, Sandra, The House on Mango Street, New York 1984
Cisneros, Sandra, Caramelo, New York 2002
Brooks, James, Spanglish, USA 2004

Secondary texts:
# Intermediate Literature Culture

**American Literature and Culture from the Beginnings to the 1850s**

<table>
<thead>
<tr>
<th>Vorlesung, SWS: 2</th>
<th>Mayer, Ruth</th>
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</thead>
<tbody>
<tr>
<td>Mo, wöchentl., 10:00 - 12:00, 12.10.2009 - 30.01.2010, 1502 - 003 II 003</td>
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<tr>
<td>Mo, Einzel, 10:00 - 11:30, 04.01.2010 - 04.01.2010, 1208 - A001 Kesselhaus</td>
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<tr>
<td>Do, Einzel, 10:00 - 12:00, 04.02.2010 - 04.02.2010, 1502 - 003 II 003 , Klausur</td>
<td></td>
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</table>

**Kommentar**
This lecture will provide an introduction to early American culture and literature, focusing on the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts. We will try to come to terms with the fact that only one version of the stories of discovery and colonization has survived, and cast a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution and independence.

Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 07 October 2009, 1 p.m. You will find them online: http://www.engsem.uni-hannover.de/downloads/index.php

Please also register on StudIP for this class.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

**Bemerkung**
AmerF2

**Literatur**
A reader with course material will be made available at the beginning of the class.


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# American Literature and Culture from the Beginnings to the 1850s

<table>
<thead>
<tr>
<th>Vorlesung, SWS: 2</th>
<th>Twelbeck, Kirsten</th>
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<tbody>
<tr>
<td>Do, wöchentl., 10:00 - 12:00, 15.10.2009 - 30.01.2010, 1502 - 003 II 003</td>
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<tr>
<td>Do, Einzel, 10:00 - 12:00, 07.01.2010 - 07.01.2010, 6301 - 221 I/221 - Großer Hörsaal</td>
<td></td>
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</tbody>
</table>

**Kommentar**
This lecture will provide an introduction to early American culture and literature, focusing on the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts. We will try to come to terms with the fact that only one version of the stories of discovery and colonization has survived, and cast a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution and independence.

Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 07 October 2009, 1 p.m. You will find them online: http://www.engsem.uni-hannover.de/downloads/index.php

Please also register on StudIP for this class.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

**Bemerkung**
AmerF2

**Literatur**
A reader with course material will be made available at the beginning of the class.

American Realism and Regionalism
Seminar, SWS: 2
Mayer, Ruth
Mi, wöchentl., 10:00 - 12:00, 07.10.2009 - 30.01.2010, 1502 - 609 II 609
Kommentar
This class will be concerned with the cultural and social situation in the United States in the late nineteenth century. We'll look at the literary and artistic theories of the day, the turn to realist aesthetics, and posit them in the cultural context of urbanization, social stratification, and tourism. It was in this period, after all, that artists and writers started to capitalize on the theme of the American region - the Old South, New England, the Appalachians, etc. At the same time, a widespread 'feminization' of literature and culture can be noted, with women writers entering the limelight of the American literary scene and the theme of the 'new woman' taking center stage in literature and the visual arts. We will read Henry James' *Daisy Miller* (1878), Kate Chopin's *The Awakening* (1899), short stories of William Dean Howells, Sarah Orne Jewett, and Mary Wilkins Freeman, and Mark Twain's *The Innocents Abroad* (1869). In addition we will be concerned with the cultures of tourism and travel, the emerging genre of art photography and related discourses of the day. Please purchase *Daisy Miller* (Penguin, ISBN 0140624147) and *The Awakening* (Avon, ISBN 0380002450).

Please register for this class on StudIP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung
AmerF4

Literatur
A reader with additional course material will be made available at the beginning of the semester.

Approaching Shakespeare
Seminar, SWS: 2
Bennett, Peter
Fr, wöchentl., 12:00 - 14:00, 09.10.2009 - 30.01.2010, 1502 - 703 II 703
Kommentar
This seminar will approach Shakespeare's plays not as finished reading texts but as provisional performance scripts, rather like musical scores. We shall discover the practicalities of bringing the scripts to life and the choices and dilemmas that have to be resolved. We shall also see that these processes inevitably raise theoretical questions and debatable issues. The aim of the seminar will be to equip students with the ability and confidence to approach Shakespeare's plays independently, and to offer insight not only into the practical challenges but also into the theoretical, ethical, historical, political and cultural questions that confront anyone who engages with Shakespeare's works. Participants should be prepared for some physical and vocal as well as book work. Since we shall be referring to many plays, everyone is strongly urged to get hold of a copy of the *Complete Works of Shakespeare in English*. If you do not already own one, there are several inexpensive editions to choose from (all available from amazon.de).

Prerequisites for certificate: will be specified

For further information: peter.bennett@engsem.uni-hannover.de

Bemerkung
BritF4

Literatur
Shakespeare's Tragedies: Macbeth and Hamlet
Seminar, SWS: 2
Grünkemeier, Ellen
Mi, wöchentl., 10:00 - 12:00, 07.10.2009 - 30.01.2010, 1502 - 613 II 613
Kommentar
Shakespeare's plays have been performed, read and studied for centuries, and they have had a pervasive influence on the English language and many cultures. In this seminar we will engage in close readings of *Macbeth* and *Hamlet* to explore Shakespeare's tragic writing. Since enjoyment of Shakespeare requires an understanding of the background, we will also locate the plays in their cultural, political and historical contexts by taking into account the Elizabethan theatre, genre, performance, theatre companies, audience, language etc.

Prerequisites for certificate: will be specified

For further information: ellen.gruenkemeier@engsem.uni-hannover.de

Bemerkung
BritF4

Literatur
A reader with background material and theoretical texts will be provided. Participants are advised to read *Macbeth* before the beginning of the term.

Please get hold of the following plays in well-annotated editions:

Shakespeare, William. *Hamlet*. 
'Spaces In-Between?' American Middlebrow Literatures and Cultures

Künemann (M. A.), Vanessa

Seminar, SWS: 2

Di, wöchentl., 14:00 - 16:00, 06.10.2009 - 30.01.2010, 1502 - 609 II 609, Filmvorführung

Fr, Einzel, 14:00 - 16:00, 20.11.2009 - 20.11.2009, 1502 - 615 II 615 , Filmvorführung

Mi, Einzel, 12:00 - 16:00, 16.12.2009 - 16.12.2009, 1502 - 615 II 615 , Filmvorführung

Do, Einzel, 16:00 - 18:00, 17.12.2009 - 17.12.2009, 1502 - 613 II 613 , Filmvorführung

Do, Einzel, 18:00 - 20:00, 17.12.2009 - 17.12.2009, 1502 - 615 II 615 , Filmvorführung

Kommentar

According to the Oxford English Dictionary, the term 'middlebrow' pertains to "a person [who is] only moderately intellectual [or] of average or limited cultural interests;" and a 'middlebrow' artistic work is one "of limited intellectual or cultural value; demanding or involving only a moderate degree of intellectual application, typically as a result of not deviating from convention." Middlebrow studies is concerned with literature of the 'middle' or the mainstream - ephemeral texts from the perspective of traditional literary history which, at their moment in time, made for solid best-sellers. Because of their very situatedness at what might be described as the WASP middle-class 'center' of culture, middlebrow texts have been marginalized in literary criticism until very recently. Are texts that are 'too popular', that sell 'too well' and that defy the categories of sophisticated 'highbrow' culture as well as those of an allegedly debased 'lowbrow' culture, then, "go-betweens," as Virginia Woolf claimed? Why is it still worthwhile reading and studying artefacts of the 'middle'? Why would it be wrong to assume that the middlebrow is a gendered endeavor, a genre solely by women for women? And in what respect is it problematic to work with the concept of 'center' and 'middle' in the first place?

In this class we will trace these questions as we approach the phenomenon of American middlebrow studies to see that these allegedly 'light' texts have performed important cultural work for a great number of American (middle-class) readers. Middlebrow texts to this day are steeped in 19th-century didacticism and function as guides to middle-class life, life-styles, and prosperity by eliciting strong affective responses from their readers. At the same time, though, middlebrow fiction increasingly makes use of innovative techniques and unconventional themes. Thus, it defies and subverts the categories of mainstream and margin, and high and popular culture.

The class will prepare for a conference on middlebrow studies to be held in spring 2010.

Please register for this class on Stud.IP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: v.kuenemann@engsem.uni-hannover.de

AmerA / AmerF4 / AAS2, AAS3, AAS4, AAS6

We will read a variety of texts (mostly in the form of excerpts) which will be made available in a reader at the beginning of the semester, but you are asked to purchase the following two novels:

Survey of British Literatures and Cultures I
Vorlesung, SWS: 2
Emig, Rainer
Fr, wöchentl., 12:00 - 14:00, 09.10.2009 - 30.01.2010, 1502 - 003 II 003

Kommentar
The aims of this set of two lectures (the second one will be offered in the summer term) are
1. to provide a broad introduction to the cultural history of Britain and Ireland as well as current debates and conflicts in British culture;
2. to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

In two survey lectures we will cover the beginnings of British cultures to roughly the 18th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.

The lectures will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

These lectures are designed for students from all degree schemes. BA students will have to pass a written examination in the final teaching week.

No need to register beforehand, but you must be present at the first meeting.

Prerequisites for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de

Bemerkung
BritF2, BritF3

Literatur
Recommended background material:


*Englische Literaturgeschichte* by Hans Ulrich Seeber (3rd edition, 1999)


The History of London
Seminar, SWS: 2
Ilsemann, Hartmut
Fr, wöchentl., 10:00 - 12:00, 09.10.2009 - 30.01.2010, 1502 - 703 II 703

Kommentar
Starting with the geology and geomorphology of the London basin, we shall proceed along the historical timeline from Celts to Romans to medieval times and through the centuries to the problems of 20th-century London. Spatial growth caused by economic, political and cultural developments will be analyzed in its effects on given areas and their structural changes in the course of time.

Participants will be required to present a topic in class and, as a Prüfungsleistung, write a paper. Make sure you apply for the latter in time. A list with topics will be available from StudIP.

If you have any questions please contact hartmut.ilsemann@engsem.uni-hannover.de

Bemerkung
BritF4
The Shape of Things to Come – British Literary Utopias from More to Barnes

Seminar, SWS: 2
Funk, Wolfgang
Do, wöchentl., 14:00 - 16:00, 08.10.2009 - 30.01.2010, 1502 - 613 II 613

Kommentar
This course will focus on a literary genre, which seems to be particularly popular in times of crisis - the literary utopia. It will first acquaint the student with the necessary terminology and philosophical background for understanding this particular genre. Then it will trace the development of this genre from antiquity to a first flourish in the Renaissance (Thomas More's eponymous work) through examples from the 17th to the 20th century to the present day, where utopian/dystopian texts (some might say for obvious reasons) again enjoy huge popularity. In the course of the semester, the students will encounter many canonical and some marginal texts, ranging from Margaret Cavendish's *The Blazing World* (which could be described as a feminist version of the utopian idea) to seminal texts by H.G.Wells (*The Shape of Things to Come*, *The Time Machine*), George Orwell (1984) and Aldous Huxley (*Brave New World*). As an example for a contemporary utopia, we will read Julian Barnes's *England, England*, which - like every literary utopia worth its salt - not only casts a rather gloomy look into the future of Britain, but also uncovers and parodies many shortcomings in today's society.

Prerequisites for certificate: will be specified

Fur further information: wolfgang.funk@engsem.uni-hannover.de

Bemerkung
BritF4

Literatur
Students should purchase and read the following texts:

- H.G. Wells, *The Time Machine* (1895, again the Penguin Classics edition (2005) is preferred but any other will do as well)

A reader with excerpts from other primary texts as well as essential secondary material will be provided at the beginning of the course.

Masterarbeit
Examenskolloquium "American Studies"

Kolloquium, SWS: 2
Mayer, Ruth
Di, wöchentl., 12:00 - 14:00, 06.10.2009 - 30.01.2010, 1502 - 613 II 613

Kommentar

For further information: ruth.mayer@engsem.uni-hannover.de
Examenskolloquium: Key Ideas in Linguistics
Kolloquium, SWS: 2
Schulze, Rainer
Mo, wöchentl., 10:00 - 12:00, 12.10.2009 - 30.01.2010, 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 present and discuss any questions relating to form, substance and organization of the thesis (i.e. Staatsexamensarbeit, Magisterarbeit, BA-Abschlussarbeit, etc.) and the written and oral examinations. Additionally, we will tackle some basic ideas in linguistics that have shaped the study of language up to the present day. Each class will include a brief description of some particular conception, an account of its development, and its impact on the field of language study. Ideas covered range from acceptability/grammaticality, ambiguity/vagueness, behaviourism and cognitivism, through holism, implicature and linguistic relativity, to sense/reference, speech act theory, and universal grammar.

Bemerkung
Examensvorbereitung

M.A. Funktionale und Angewandte Linguistik / MA Functional and Applied Linguistics

Grammatikalische Beschreibung/ Grammatical Description (FAL 1)

English Sentences
Vorlesung, SWS: 2
Schulze, Rainer
Di, wöchentl., 16:00 - 18:00, 06.10.2009 - 30.01.2010, 1502 - 003 II 003
Di, Einzel, 16:00 - 18:00, 26.01.2010 - 26.01.2010, 1501 - 201 I 201, Klausur
Kommentar
The aim of this lecture is to present an overview of the grammar of English. Different grammatical concepts will be introduced, such as parts-of-speech or word classes, sentence elements or phrases, and clause types. These concepts are not fixed linguistic entities but are described differently in grammars of English. Several varying approaches to these concepts will be discussed, paying special attention to the literature mentioned below.

Bemerkung
LingF3 / FAL1, FAL2

Literatur
Recommended background reading:


Syntax and Pragmatics of Non-Sentences

Seminar, SWS: 2
Heine, Lena
Do, wöchentl., 10:00 - 12:00, 15.10.2009 - 30.01.2010, 1502 - 709 II 709 , !!! NEU !!!

Do, Einzel, 10:00 - 12:00, 17.12.2009 - 17.12.2009, 1502 - 809 CIP-Pool

Kommentar
Consider the following English utterances that contain incomplete syntactic structures of some kind:

(1) Ray goes by car but Ron doesn't [_________].

(2) [_________] Two loaves of white bread, please.

(3) [_________] Want some coffee?

One of our central goals in this seminar will be to ask what it is that enables us to interpret these structures in spite of the lacking information and how this can be modelled in a formal way. Besides, we will take a closer look at what function they take in discourse.

The goals of the seminar are to give students a deeper insight into linguistic theory building and to broaden their skills in the analysis of language. Part of the curriculum will consist of an introduction to linguistic methodologies such as corpus linguistics, which the students will apply to answer concrete research questions. The seminar is going to be mainly interactive, and students will be asked to take an active role in its progression.

Bemerkung

LingA1, LingA2 / FAL1

Literatur


Theorien und Methoden der Linguistik / Linguistic Theory and Methodology (FAL 2)
The aim of this lecture is to present an overview of the grammar of English. Different grammatical concepts will be introduced, such as parts-of-speech or word classes, sentence elements or phrases, and clause types. These concepts are not fixed linguistic entities but are described differently in grammars of English. Several varying approaches to these concepts will be discussed, paying special attention to the literature mentioned below.

Recommended background reading:


This seminar is an advanced introduction to the different ways in which figurative language, including metaphor and metonymy, permeate all areas of language, and other methods of communication, covering both theoretical and practical approaches to the analysis of texts.

Combining a variety of approaches (Conceptual Metaphor Theory, the 'primary metaphor' version, Blending Theory), the seminar will provide a thorough grounding in metaphor, metonymy and word meaning, theories on the processing and understanding of metaphorical or metonymical language, and metaphor or metonymy in other languages and translation.

Presentations in class will draw on a wide selection of authentic examples to explore metaphor and metonymy in relation to text, discourse and society. Metaphors and metonymies will be explored in a range of contexts such as politics, sport, and advertising, while 'literary' metaphor and metonymy will look at metaphor and metonymy in art, cinema, and music, further demonstrating 'figurative language' theories in practice.

Background reading will be taken from the following sources:
Linguistic perspectives on multilingualism

Seminar, SWS: 2  
Heine, Lena  
Do, wöchentlich, 14:00 - 16:00, 22.10.2009 - 30.01.2010, 1502 - 709 II 709 , !!! NEU !!!

Kommentar  
This seminar deals with cognitive, social and functional aspects of multilingualism from a linguistic perspective. Students will be introduced to a range of language learning theories, typical research questions, as well as typical methodological approaches in the field. The central approach will be to connect language acquisition models to linguistic theories. This will provide students with a sound theoretical basis that enables them to make professional decisions in language teaching environments. Studies presented will cover a variety of fields, such as generative, cognitive and psycholinguistic approaches, but also sociolinguistics and ethno-linguistics, and will thus also deepen the students’ ability to deal with multiple theoretical perspectives and to critically evaluate different research methodologies.

The seminar will have a strong interactive character, and students will be asked to take an active role in its progression.

Bemerkung
LingA1, LingA2 / FAL 6

Literatur


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

Masterarbeit / M. A. Thesis

Examenskolloquium: Key Ideas in Linguistics  
Kolloquium, SWS: 2  
Schulze, Rainer  
Mo, wöchentlich, 10:00 - 12:00, 12.10.2009 - 30.01.2010, 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 present and discuss any questions relating to form, substance and organization of the thesis (i.e. Staatsexamensarbeit, Magisterarbeit, BA-Abschlussarbeit, etc.) and the written and oral examinations. Additionally, we will tackle some basic ideas in linguistics that have shaped the study of language up to the present day. Each class will include a brief description of some particular conception, an account of its development, and its impact on the field of language study. Ideas covered range from acceptability/grammaticality, ambiguity/vagueness, behaviourism and cognitivism, through holism, implicature and linguistic relativity, to sense/reference, speech act theory, and universal grammar.

Bemerkung
Examensvorbereitung

M.A. Advanced Anglophone Studies

Theory and Method (AAS1)
Modern Theories of Literature and Culture
Seminar, SWS: 2
Emig, Rainer
Do, wöchentl., 10:00 - 12:00, 08.10.2009 - 30.01.2010, 1502 - 703 II 703

Kommentar
This series of lectures introduces students to the plurality of theories of literature and culture in the twentieth century. It will cover Semiotics, Formalism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Structuralism, Deconstruction and Poststructuralism, Feminism, Gender Studies and Queer Theory, New Historicism and Cultural Materialism, Postcolonial Theory, and theories of Intertextuality and Intermediality. The lectures will follow a regular format and will always introduce key theories, their concepts and terminologies, explore key texts of these theories, and demonstrate their application on a selection of literary texts or cultural artefacts. Students will thus gain an insight into the diverse approaches in current scholarship and increased confidence in using theory themselves.

Prerequisites for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de

Bemerkung
BritA / AAS1

Literatur
Recommended Background Reading:

Epochs and Phenomena in Anglophone Literatures and Cultures (AAS2)
Aspects of Love: English Renaissance Poetry
Seminar, SWS: 2
Krämer, Lucia
Do, wöchentl., 10:00 - 12:00, 08.10.2009 - 30.01.2010, 1502 - 613 II 613

Kommentar
The English Renaissance produced some of the most magnificent love poetry in the English language. Combining formal and historical approaches of analysis and interpretation, we will explore some of the manifold representations of various forms of love in poems from the sixteenth and seventeenth centuries. Not only do they illustrate some of the major developments within English poetry of this period, they also fundamentally problematize essentialist concepts of sex, gender, desire, and love itself. Poets treated will range from Thomas Wyatt, Christopher Marlowe, Philip Sidney, Edmund Spenser, William Shakespeare and Katherine Philips to the 'metaphysical poets' John Donne and Andrew Marvell.

Prerequisites for certificate: will be specified

For further information: lucia.kraemer@engsem.uni-hannover.de

Bemerkung
BritA / AAS2

Literatur
A reader with all the texts for the seminar will be provided at the beginning of the course.
This seminar is about the role of education in America during the nineteenth and twentieth centuries and on how it has shaped the country's self-conception and culture. Covering topics such as mass-education and racial segregation in schools and universities, the role of religion in the American educational system, home-schooling, and contemporary problems in American schools and institutions of higher education, we will investigate/discuss the historical and ideological foundations of the U.S. educational system.

In the nineteenth century, America's institutions of higher learning moved away from the elite German model that they had relied on earlier to meet the needs of a society in transition. Inspired by educational reform projects and new educational programs, disciplinary methods and university curricula in particular were designed to move the country forward economically as well as to renew its democratic spirit. Practical programs were introduced in the rural South and in the industrial North to include larger segments of society. African-American schools and colleges were founded to further 'uplift' the race. More and more colleges invited white women to develop their moral and intellectual influence on both their family and society at large. Missionary societies sent teachers to the newly emancipated slaves, to the Indian reservations, and to the 'Chinatowns' to not only spread 'the word' but also American white middle-class values, including in particular gender-norms. In an era of mass-emigration, education was seen as the key-measure to 'Americanize' the newcomers, to preserve social stability, and to prevent crime. In 1925 the Supreme Court ruled that children could not be forced to visit a public school but that they could equally be educated in privately run institutions or at home. With the end of racial segregation, new debates regarding mass-education emerged, leading to phenomena like ‘white flight,’ ‘bussing,’ and inner-city 'magnet schools.' With the decline of the middle-class, an increasing number of illegal immigrants, and a growing sensibility for the demands of the physically and mentally disadvantaged, debates about the American educational system have led to new educational approaches, curricula, and political programs.

We will look at early text books and slave-narratives, at the reports of ‘schoolmarm’s’ among the ‘Indians’ and Chinese, at scholarly publications regarding the education of white girls, and at twentieth-century non-fiction and novels that are either set in a school context or that in other ways center on education. The seminar will also include the visual representation of the topic in art, caricature, and film.

Please register for this class on Stud.IP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: kirsten.twelbeck@engsem.uni-hannover.de

Bemerkung AmerA / AAS2, AAS3
### History, Culture and Literature from 1485 to 1688/89

**Seminar, SWS: 2**
Gohrisch, Jana
Mi, wöchentl., 10:00 - 12:00, 07.10.2009 - 30.01.2010, 1502 - 615 II 615

**Kommentar**
In this course, we shall read historiographic and literary texts to explore the economic, social, political and cultural developments from the end of the Wars of the Roses in 1485 to the Glorious Revolution in 1688/89 covering one of the most decisive periods in British and world history. We shall deal with such issues as the Tudor and Stuart monarchy, reformation and Puritanism, the rise of the middle classes and the English revolution.

In addition to watching and critically discussing parts of Simon Schama's BBC History of Britain series (released in 2002), we shall study the famous portraits of Elizabeth I, excerpts from Thomas More's Utopia (1516), some of Shakespeare's sonnets and his tragedy Othello (performed c. 1604). Othello will interest us for its treatment of love and jealousy and the construction of the Other in the early modern period. We shall continue our exploration of the major genres of the Renaissance and of 17th-century literature with John Donne and metaphysical poetry, followed by John Milton and excerpts from his pamphlets and Paradise Lost (1667/1674), the great Puritan epic of the lost revolution.

Prerequisites for certificate: will be specified

For further information: jana.gohrisch@engsem.uni-hannover.de

### Immigration in American Literature and Culture, 1890-1940

**Seminar, SWS: 2**
Mayer, Ruth
Di, wöchentl., 10:00 - 12:00, 06.10.2009 - 30.01.2010, 1502 - 609 II 609
Fr, Einzel, 16:00 - 18:00, 04.12.2009 - 04.12.2009, 1502 - 613 II 613, Filmvorführung

**Kommentar**
In this class we will investigate the effects of the great wave of immigration after 1890 on American literature and culture. The class will focus on the situation at the turn of the century, looking mainly into patterns of immigration from Eastern and Southern Europe to the American East Coast, but extend to the 1930s. We will be concerned with the heated political debates around immigration of the day, look into early sociological and anthropological approaches to the phenomena of cultural difference, investigate the painting of the Ashcan School, the photography of Jacob Riis and Lewis Hine, and read a variety of texts written by immigrant and ethnic minority authors such as Mary Antin, Abraham Cahan, Anzia Yezierska, and Mike Gold. The class will end with a discussion of Henry Roth's Call It Sleep.

Please register for this class on StudIP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

### Literatur
- The Norton Anthology of English Literature
- William Shakespeare. Othello
- Please purchase Call It Sleep (Picador, ISBN 0312424124) and Mary Antin's The Promised Land (Penguin, ISBN 0140189858).
- A reader with additional course material will be made available at the beginning of the semester.
Listening to the Voices: Literary and Historical Approaches to South African Life Writing
Seminar, SWS: 2
Grünkemeier, Ellen / Rüther, Kirsten
Di, wöchentl., 10:00 - 12:00, 06.10.2009 - 30.01.2010, 1502 - 615 II 615
Di, Einzel, 08:00 - 10:00, 15.12.2009 - 15.12.2009, 1502 - 615 II 615
Kommentar Dieses Seminar findet in Kooperation mit Frau PD Dr. Kirsten Rüther aus dem Historischen Seminar statt.

In this interdisciplinary seminar we will draw on the expertise of students and teachers from the History and the English Departments. Reading historical, literary and theoretical texts we will approach the genre 'life writing' from different perspectives. 'Life writing' is an umbrella term that refers to a variety of texts about the 'self' or 'individual'. Allowing for a diversification of voices, the genre can include hitherto marginalised perspectives. Questions such as the following will serve as a guideline for our seminar: What is 'life writing'? How does it compare to '(auto)biography'? What issues are negotiated in life narratives? Who is (not) represented? Who is (not) given a voice? What significance does the genre have in the South African context? Analysing *Zulu Woman* in particular, the life narrative of Christina Sibiya, the first of sixty-five wives of the uncrowned king of the Zulus, Solomon kaDinuzulu, we will locate the text both in its historical context and in the genre 'life writing'. We will also address the analytical and methodological issues relevant to this transdisciplinary study of lives and voices.

Prerequisites for certificate: will be specified

For further information: ellen.gruenkemeier@engsem.uni-hannover.de, kirsten.ruether@hist.uni-hannover.de

Bemerkung BritA / AAS2, AAS3, AAS5

Literatur Students who wish to attend this course shall try to get hold of the following novel:

Rebecca Hourwich Reyher, *Zulu Woman: The Life Story of Christina Sibiya*

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Literaturtourismus zwischen England und Deutschland
Seminar, SWS: 2
Emig, Rainer / Kosenina, Alexander
Mi, wöchentl., 18:00 - 20:00, 07.10.2009 - 30.01.2010, 1502 - 703 II 703

Prerequisites for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de, alexander.kosenina@germanistik.uni-hannover.de

Bemerkung BritA / AAS2, AAS3, AAS4

Literatur


Seduction in America: Themes and Ideas from the Enlightenment to Modernism

**Seminar, SWS: 2**
Mayer, Ruth
Mo, wöchentl., 12:00 - 14:00, 05.10.2009 - 30.01.2010, 1502 - 609 II 609
Fr, Einzel, 16:00 - 18:00, 08.01.2010 - 08.01.2010, 1502 - 613 II 613, Filmvorführung
Fr, Einzel, 16:00 - 18:00, 15.01.2010 - 15.01.2010, 1502 - 613 II 613, Filmvorführung
Fr, Einzel, 16:00 - 18:00, 22.01.2010 - 22.01.2010, 1502 - 613 II 613

**Kommentar**

In this class we will investigate the significance of seduction as a theme and practice in American culture, from the early Republic to the twentieth century. We will be concerned with the moral and political discussions around the issue in the 18th century, will read two novels of seduction (Susanna Rowson's *Charlotte Temple* (excerpts), Hannah Webster Foster's *The Coquette*), and then turn to nineteenth century texts which take up the theme in different guises and to different purposes. We will discuss the Gothic take on the subject matter, looking at authors such as Charles Brockden Brown, George Lippard, and Edgar Allan Poe, as well as realist and modernist reconceptualizations of seduction in the writings of Henry James or Theodore Dreiser (*Sister Carrie*). The class will end with a reflection of filmic melodrama and its re-fashioning of the subject.

Please register for this class on StudIP by September 30, 2009, and check there for updates and additional information as the semester approaches.

**Prerequisites for certificate: will be specified**

For further information: ruth.mayer@engsem.uni-hannover.de

**Bemerkung**

AmerA / AAS2, AAS3, AAS4

**Literatur**


A reader with additional material will be made available at the beginning of the semester.
According to the Oxford English Dictionary, the term 'middlebrow' pertains to "a person [who is] only moderately intellectual [or] of average or limited cultural interests;" and a 'middlebrow' artistic work is one "of limited intellectual or cultural value; demanding or involving only a moderate degree of intellectual application, typically as a result of not deviating from convention." Middlebrow studies is concerned with literature of the 'middle' or the mainstream - ephemeral texts from the perspective of traditional literary history which, at their moment in time, made for solid best-sellers. Because of their very situatedness at what might be described as the WASP middle-class 'center' of culture, middlebrow texts have been marginalized in literary criticism until very recently. Are texts that are 'too popular', that sell 'too well' and that defy the categories of sophisticated 'highbrow' culture as well as those of an allegedly debased 'lowbrow' culture, then, "go-betweens," as Virginia Woolf claimed? Why is it still worthwhile reading and studying artefacts of the 'middle'? Why would it be wrong to assume that the middlebrow is a gendered endeavor, a genre solely by women for women? And in what respect is it problematic to work with the concept of 'center' and 'middle' in the first place?

In this class we will trace these questions as we approach the phenomenon of American middlebrow studies to see that these allegedly 'light' texts have performed important cultural work for a great number of American (middle-class) readers. Middlebrow texts to this day are steeped in 19th-century didacticism and function as guides to middle-class life, life-styles, and prosperity by eliciting strong affective responses from their readers. At the same time, though, middlebrow fiction increasingly makes use of innovative techniques and unconventional themes. Thus, it defies and subverts the categories of mainstream and margin, and high and popular culture.

The class will prepare for a conference on middlebrow studies to be held in spring 2010. Please register for this class on Stud.IP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: v.kuennemann@engsem.uni-hannover.de

AmerA / AmerF4 / AAS2, AAS3, AAS4, AAS6

We will read a variety of texts (mostly in the form of excerpts) which will be made available in a reader at the beginning of the semester, but you are asked to purchase the following two novels:

### Theatre Life at the Time of Shakespeare

**Seminar, SWS: 2**  
Ilsemann, Hartmut  
**Mo, wöchentl., 10:00 - 12:00, 05.10.2009 - 30.01.2010, 1502 - 703 II 703**

**Kommentar**  
The overwhelming amount of information that is available about this period can make it hard to comprehend what was going on. To try to cope with this wealth of information, a wall-chart of some six metres length will be created which, apart from a timeline, will map information about plays, authors, dates of publications as well as literary and cultural references from secondary literature so as to end up with a substantial survey.

Participants will be required to analyze the texts and periods allocated to them, and to organize the results in an appealing and pleasant form as part of the collective timeline.

If you have further questions please don't hesitate to contact:  
hartmut Ilsemann@engsem.uni-hannover.de

**Bemerkung**  
BritA / AAS2

### The History of London

**Seminar, SWS: 2**  
Ilsemann, Hartmut  
**Fr, wöchentl., 10:00 - 12:00, 09.10.2009 - 30.01.2010, 1502 - 703 II 703**

**Kommentar**  
Starting with the geology and geomorphology of the London basin, we shall proceed along the historical timeline from Celts to Romans to medieval times and through the centuries to the problems of 20th-century London. Spatial growth caused by economic, political and cultural developments will be analyzed in its effects on given areas and their structural changes in the course of time.

Participants will be required to present a topic in class and, as a Prüfungsleistung, write a paper. Make sure you apply for the latter in time. A list with topics will be available from StudIP.

If you have any questions please contact hartmut Ilsemann@engsem.uni-hannover.de

**Bemerkung**  
BritF4

### Independent Studies (AAS6)
According to the *Oxford English Dictionary*, the term ‘middlebrow’ pertains to "a person [who is] only moderately intellectual [or] of average or limited cultural interests;" and a 'middlebrow' artistic work is one "of limited intellectual or cultural value; demanding or involving only a moderate degree of intellectual application, typically as a result of not deviating from convention." Middlebrow studies is concerned with literature of the 'middle' or the mainstream - ephemeral texts from the perspective of traditional literary history which, at their moment in time, made for solid best-sellers. Because of their very situatedness at what might be described as the WASP middle-class 'center' of culture, middlebrow texts have been marginalized in literary criticism until very recently. Are texts that are 'too popular', that sell 'too well' and that defy the categories of sophisticated 'highbrow' culture as well as those of an allegedly debased 'lowbrow' culture, then, "go-betweens," as Virginia Woolf claimed? Why is it still worthwhile reading and studying artefacts of the 'middle'? Why would it be wrong to assume that the middlebrow is a gendered endeavor, a genre solely by women for women? And in what respect is it problematic to work with the concept of 'center' and 'middle' in the first place?

In this class we will trace these questions as we approach the phenomenon of American middlebrow studies to see that these allegedly 'light' texts have performed important cultural work for a great number of American (middle-class) readers. Middlebrow texts to this day are steeped in 19th-century didacticism and function as guides to middle-class life, life-styles, and prosperity by eliciting strong affective responses from their readers. At the same time, though, middlebrow fiction increasingly makes use of innovative techniques and unconventional themes. Thus, it defies and subverts the categories of mainstream and margin, and high and popular culture.

The class will prepare for a conference on middlebrow studies to be held in spring 2010.

Please register for this class on Stud.IP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: v.kuennemann@engsem.uni-hannover.de

AmerA / AmerF4 / AAS2, AAS3, AAS4, AAS6

We will read a variety of texts (mostly in the form of excerpts) which will be made available in a reader at the beginning of the semester, but you are asked to purchase the following two novels:


MA-Thesis (AAS7)
Examenskolloquium "Englische Literatur- und Kulturwissenschaft"
Kolloquium, SWS: 2
Gohrisch, Jana
Di, wöchentl., 14:00 - 16:00, 06.10.2009 - 30.01.2010, 1502 - 613 II 613

Kommentar
Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (BA, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft (insbesondere Anglistik und Neue Englischsprachige Literaturen) ablegen wollen.

Der Veranstaltungsplan umfasst (je nach Bedarf der TeilnehmerInnen) die zentralen Bereiche der Literaturwissenschaft wie Literaturtheorie, Literaturgeschichte, Textanalyse und Interpretation. Darüber hinaus werden wir die Abschlussklausuren (vorbereitende Recherche und Lektüre, Schreibtechniken), die mündlichen Abschlussprüfungen (Themenwahl in Literatur- und Kulturwissenschaft, Thesenpapier) und die schriftliche Abschlussarbeit (Themenwahl, Arbeitstechniken) besprechen. Es wird auch die Möglichkeit geben, Prüfungen zu simulieren.

For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung
Bachelorarbeit / Examensseminare / AAS7

Literatur
Lektüreempfehlungen:


Professional Skills (AAS8)

Electives (AAS9)
Experimente in den Künsten – Literatur, Film, Theater, bildende Kunst, Musik (Ringvorlesung)

Vorlesung, SWS: 2
Kreuzer, Stefanie
Di, wöchentl., 18:00 - 20:00, 13.10.2009 - 30.01.2010, 1501 - 201 I 201

Kommentar


In der interdisziplinär konzipierten Ringvorlesung werden Experten experimentelle Phänomene in den Künsten untersuchen und dabei sowohl literatur-, film-, medien-, theater- und kunstwissenschaftliche Aspekte als auch soziologische und (kunst)philosophische Perspektiven aufgreifen.

Der Erwerb von Studienleistungen ist auch in der Soziologie (Prof. Lutz Hieber)sowie in Gestaltungspraxis und Kunstwissenschaft (Prof. Eva Koethen)möglich.

Ansprechpartnerin im Bereich Anglistik/Amerikanistik ist Ellen Grünkemeier.

Bemerkung

nicht teilnehmerbegrenzt; Anmeldung über Stud.IP (wichtig für Vorlesungsorganisation!)

Der 1. Termin findet im Keller des Conti-Hochhauses (Raum K/135) statt.

Literatur

Das Experiment in den Künsten untersucht und dabei sowohl literatur-, film-, medien-, theater- und kunstwissenschaftliche Aspekte als auch soziologische und (kunst)philosophische Perspektiven aufgreifen.

Education and the Making of Americans
Seminar, SWS: 2
Twelbeck, Kirsten
Mi, wöchentl., 10:00 - 12:00, 07.10.2009 - 30.01.2010, 1502 - 709 II 709

Kommentar
This seminar is about the role of education in America during the nineteenth and twentieth centuries and on how it has shaped the country's self-conception and culture. Covering topics such as mass-education and racial segregation in schools and universities, the role of religion in the American educational system, home-schooling, and contemporary problems in American schools and institutions of higher education, we will investigate/discuss the historical and ideological foundations of the U.S. educational system.

In the nineteenth century, America's institutions of higher learning moved away from the elite German model that they had relied on earlier to meet the needs of a society in transition. Inspired by educational reform projects and new educational programs, disciplinary methods and university curricula in particular were designed to move the country forward economically as well as to renew its democratic spirit. Practical programs were introduced in the rural South and in the industrial North to include larger segments of society. African-American schools and colleges were founded to further 'uplift' the race. More and more colleges invited white women to develop their moral and intellectual influence on both their family and society at large. Missionary societies sent teachers to the newly emancipated slaves, to the Indian reservations, and to the 'Chinatowns' to not only spread 'the word' but also American white middle-class values, including in particular gender-norms. In an era of mass-emigration, education was seen as the key-measure to 'Americanize' the newcomers, to preserve social stability, and to prevent crime. In 1925 the Supreme Court ruled that children could not be forced to visit a public school but that they could equally be educated in privately run institutions or at home. With the end of racial segregation, new debates regarding mass-education emerged, leading to phenomena like 'white flight,' 'bussing,' and inner-city 'magnet schools.' With the decline of the middle-class, an increasing number of illegal immigrants, and a growing sensibility for the demands of the physically and mentally disadvantaged, debates about the American educational system have led to new educational approaches, curricula, and political programs.

We will look at early text books and slave-narratives, at the reports of 'schoolmarms' among the 'Indians' and Chinese, at scholarly publications regarding the education of white girls, and at twentieth-century non-fiction and novels that are either set in a school context or that in other ways center on education. The seminar will also include the visual representation of the topic in art, caricature, and film.

Please register for this class on Stud.IP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified
For further information: kirsten.twelbeck@engsem.uni-hannover.de

Bemerkung
AmerA / AAS2, AAS3
Immigration in American Literature and Culture, 1890-1940
Seminar, SWS: 2
Mayer, Ruth
Di, wöchentl., 10:00 - 12:00, 06.10.2009 - 30.01.2010, 1502 - 609 II 609
Fr, Einzel, 16:00 - 18:00, 06.10.2009 - 30.01.2010, 1502 - 613 II 613, Filmvorführung
Fr, Einzel, 16:00 - 18:00, 04.12.2009 - 04.12.2009, 1502 - 613 II 613, Filmvorführung

Kommentar
In this class we will investigate the effects of the great wave of immigration after 1890 on American literature and culture. The class will focus on the situation at the turn of the century, looking mainly into patterns of immigration from Eastern and Southern Europe to the American East Coast, but extend to the 1930s. We will be concerned with the heated political debates around immigration of the day, look into early sociological and anthropological approaches to the phenomena of cultural difference, investigate the painting of the Ashcan School, the photography of Jacob Riis and Lewis Hine, and read a variety of texts written by immigrant and ethnic minority authors such as Mary Antin, Abraham Cahan, Anzia Yezierska, and Mike Gold. The class will end with a discussion of Henry Roth's Call It Sleep.

Please register for this class on StudIP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung
AmerA / AAS2, AAS3

Literatur
Please purchase Call It Sleep (Picador, ISBN 0312424124) and Mary Antin's The Promised Land (Penguin, ISBN 0140189858).

A reader with additional course material will be made available at the beginning of the semester.

Listening to the Voices: Literary and Historical Approaches to South African Life Writing
Seminar, SWS: 2
Grünkemeier, Ellen / Rüther, Kirsten
Di, wöchentl., 10:00 - 12:00, 06.10.2009 - 30.01.2010, 1502 - 615 II 615
Di, Einzel, 08:00 - 10:00, 15.12.2009 - 15.12.2009, 1502 - 615 II 615

Kommentar
Dieses Seminar findet in Kooperation mit Frau PD Dr. Kirsten Rüther aus dem Historischen Seminar statt.

In this interdisciplinary seminar we will draw on the expertise of students and teachers from the History and the English Departments. Reading historical, literary and theoretical texts we will approach the genre 'life writing' from different perspectives. 'Life writing' is an umbrella term that refers to a variety of texts about the 'self' or 'individual'. Allowing for a diversification of voices, the genre can include hitherto marginalised perspectives. Questions such as the following will serve as a guideline for our seminar: What is 'life writing'? How does it compare to '(auto)biography'? What issues are negotiated in life narratives? Who is (not) represented? Who is (not) given a voice? What significance does the genre have in the South African context? Analysing Zulu Woman in particular, the life narrative of Christina Sibiya, the first of sixty-five wives of the uncrowned king of the Zulus, Solomon kaDinuzulu, we will locate the text both in its historical context and in the genre 'life writing'. We will also address the analytical and methodological issues relevant to this transdisciplinary study of lives and voices.

Prerequisites for certificate: will be specified

For further information: ellen.gruenkemeier@engsem.uni-hannover.de, kirsten.ruether@hist.uni-hannover.de

Bemerkung
BritA / AAS2, AAS3, AAS5

Literatur
Students who wish to attend this course shall try to get hold of the following novel:
Rebecca Hourwich Reyher, Zulu Woman: The Life Story of Christina Sibiya
**Literaturtourismus zwischen England und Deutschland**

Seminar, SWS: 2  
Emig, Rainer / Kosenina, Alexander  
Mi, wöchentl., 18:00 - 20:00, 07.10.2009 - 30.01.2010, 1502 - 703 II 703  

**Kommentar**


Prerequisites for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de, alexander.kosenina@germanistik.uni-hannover.de

**Bemerkung**

BritA / AAS2, AAS3, AAS4

**Literatur**


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

Seminar, SWS: 2  
Mayer, Ruth  
Mo, wöchentl., 12:00 - 14:00, 05.10.2009 - 30.01.2010, 1502 - 609 II 609  
Fr, Einzel, 16:00 - 18:00, 08.01.2010 - 08.01.2010, 1502 - 613 II 613, Filmvorführung  
Fr, Einzel, 16:00 - 18:00, 15.01.2010 - 15.01.2010, 1502 - 613 II 613, Filmvorführung  
Fr, Einzel, 16:00 - 18:00, 22.01.2010 - 22.01.2010, 1502 - 613 II 613  

**Kommentar**

In this class we will investigate the significance of seduction as a theme and practice in American culture, from the early Republic to the twentieth century. We will be concerned with the moral and political discussions around the issue in the 18th century, will read two novels of seduction (Susanna Rowson's *Charlotte Temple* (excerpts), Hannah Webster Foster's *The Coquette*), and then turn to nineteenth century texts which take up the theme in different guises and to different purposes. We will discuss the Gothic take on the subject matter, looking at authors such as Charles Brockden Brown, George Lippard, and Edgar Allan Poe, as well as realist and modernist reconceptualizations of seduction in the writings of Henry James or Theodore Dreiser (*Sister Carrie*). The class will end with a reflection of filmic melodrama and its re-fashioning of the subject.

Please register for this class on StudIP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

**Bemerkung**

AmerA / AAS2, AAS3, AAS4

**Literatur**


A reader with additional material will be made available at the beginning of the semester.
"Spaces In-Between?" American Middlebrow Literatures and Cultures

Seminar, SWS: 2  
Künnemann (M. A.), Vanessa  
Di, wöchentl., 14:00 - 16:00, 06.10.2009 - 30.01.2010, 1502 - 609 II 609

Fr, Einzel, 14:00 - 16:00, 20.11.2009 - 20.11.2009, 1502 - 615 II 615, Filmvorführung

Mi, Einzel, 12:00 - 16:00, 16.12.2009 - 16.12.2009, 1502 - 615 II 615, Filmvorführung

Do, Einzel, 16:00 - 18:00, 17.12.2009 - 17.12.2009, 1502 - 613 II 613, Filmvorführung

Do, Einzel, 18:00 - 20:00, 17.12.2009 - 17.12.2009, 1502 - 615 II 615, Filmvorführung

Kommentar

According to the Oxford English Dictionary, the term ‘middlebrow’ pertains to "a person [who is] only moderately intellectual [or] of average or limited cultural interests;" and a 'middlebrow' artistic work is one "of limited intellectual or cultural value; demanding or involving only a moderate degree of intellectual application, typically as a result of not deviating from convention." Middlebrow studies is concerned with literature of the 'middle' or the mainstream - ephemeral texts from the perspective of traditional literary history which, at their moment in time, made for solid best-sellers. Because of their very situatedness at what might be described as the WASP middle-class 'center' of culture, middlebrow texts have been marginalized in literary criticism until very recently. Are texts that are 'too popular', that sell 'too well' and that defy the categories of sophisticated 'highbrow' culture as well as those of an allegedly debased 'lowbrow' culture, then, "go-betweens," as Virginia Woolf claimed? Why is it still worthwhile reading and studying artefacts of the 'middle'? Why would it be wrong to assume that the middlebrow is a gendered endeavor, a genre solely by women for women? And in what respect is it problematic to work with the concept of 'center' and 'middle' in the first place?

In this class we will trace these questions as we approach the phenomenon of American middlebrow studies to see that these allegedly 'light' texts have performed important cultural work for a great number of American (middle-class) readers. Middlebrow texts to this day are steeped in 19th-century didacticism and function as guides to middle-class life, life-styles, and prosperity by eliciting strong affective responses from their readers. At the same time, though, middlebrow fiction increasingly makes use of innovative techniques and unconventional themes. Thus, it defies and subverts the categories of mainstream and margin, and high and popular culture.

The class will prepare for a conference on middlebrow studies to be held in spring 2010.

Please register for this class on Stud.IP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: v.kuennemann@engsem.uni-hannover.de
AmerA / AmerF4 / AAS2, AAS3, AAS4, AAS6

We will read a variety of texts (mostly in the form of excerpts) which will be made available in a reader at the beginning of the semester, but you are asked to purchase the following two novels:


Media, Cultural Communication and Popular Culture (AAS4)
Crime Fiction: Ideology and Popular Culture
Seminar, SWS: 2
Bennett, Peter
Fr, wöchentl., 10:00 - 12:00, 09.10.2009 - 30.01.2010, 1502 - 615 II 615
Kommentar This seminar will cover the nature of the genre of crime fiction from the mid-19th century until the present day. Works will be considered not so much in literary isolation as in terms of their social relations. Rather than running after the red herring of a straight line of literary evolution, we shall be looking for clues to significant relationships between narrative form and cultural function. In doing so, we shall detect a variety social ideologies within crime fiction.

Bemerkung BritA / AAS4
Literatur Would-be participants are asked to download or buy two short stories by Edgar Allan Poe, "The Murders in the Rue Morgue" and "The Purloined Letter", and to have read them before the first meeting. Further texts will be assigned during the seminar.

Literaturtourismus zwischen England und Deutschland
Seminar, SWS: 2
Emig, Rainer / Kosenina, Alexander
Mi, wöchentl., 18:00 - 20:00, 07.10.2009 - 30.01.2010, 1502 - 703 II 703

Prerequisites for certificate: will be specified
For further information: rainer.emig@engsem.uni-hannover.de, alexander.kosenina@germanistik.uni-hannover.de

Bemerkung BritA / AAS2, AAS3, AAS4
Literatur Deutsches Seminar: Teilnehmerzahl 20, Anmeldung über Stud.IP
**Seduction in America: Themes and Ideas from the Enlightenment to Modernism**

Seminar, SWS: 2
Mayer, Ruth
Mo, wöchentl., 12:00 - 14:00, 05.10.2009 - 30.01.2010, 1502 - 609 II 609
Fr, Einzel, 16:00 - 18:00, 08.01.2010 - 08.01.2010, 1502 - 613 II 613 , Filmvorführung
Fr, Einzel, 16:00 - 18:00, 15.01.2010 - 15.01.2010, 1502 - 613 II 613 , Filmvorführung
Fr, Einzel, 16:00 - 18:00, 22.01.2010 - 22.01.2010, 1502 - 613 II 613

**Kommentar**

In this class we will investigate the significance of seduction as a theme and practice in American culture, from the early Republic to the twentieth century. We will be concerned with the moral and political discussions around the issue in the 18th century, will read two novels of seduction (Susanna Rowson's *Charlotte Temple* (excerpts), Hannah Webster Foster's *The Coquette*), and then turn to nineteenth century texts which take up the theme in different guises and to different purposes. We will discuss the Gothic take on the subject matter, looking at authors such as Charles Brockden Brown, George Lippard, and Edgar Allan Poe, as well as realist and modernist reconceptualizations of seduction in the writings of Henry James or Theodore Dreiser (*Sister Carrie*). The class will end with a reflection of filmic melodrama and its re-fashioning of the subject.

Please register for this class on StudIP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

**Bemerkung**

AmerA / AAS2, AAS3, AAS4

**Literatur**


A reader with additional material will be made available at the beginning of the semester.
'Spaces In-Between?' American Middlebrow Literatures and Cultures

Seminar, SWS: 2
Künnemann (M. A.), Vanessa
Di, wöchentl., 14:00 - 16:00, 06.10.2009 - 30.01.2010, 1502 - 609 II 609
Fr, Einzel, 14:00 - 16:00, 20.11.2009 - 20.11.2009, 1502 - 615 II 615 , Filmvorführung
Mi, Einzel, 12:00 - 16:00, 16.12.2009 - 16.12.2009, 1502 - 615 II 615 , Filmvorführung
Do, Einzel, 16:00 - 18:00, 17.12.2009 - 17.12.2009, 1502 - 613 II 613 , Filmvorführung
Do, Einzel, 18:00 - 20:00, 17.12.2009 - 17.12.2009, 1502 - 615 II 615 , Filmvorführung

Kommentar

According to the Oxford English Dictionary, the term ‘middlebrow’ pertains to "a person [who is] only moderately intellectual [or] of average or limited cultural interests;" and a 'middlebrow' artistic work is one "of limited intellectual or cultural value; demanding or involving only a moderate degree of intellectual application, typically as a result of not deviating from convention." Middlebrow studies is concerned with literature of the 'middle' or the mainstream - ephemeral texts from the perspective of traditional literary history which, at their moment in time, made for solid best-sellers. Because of their very situatedness at what might be described as the WASP middle-class 'center' of culture, middlebrow texts have been marginalized in literary criticism until very recently. Are texts that are 'too popular', that sell 'too well' and that defy the categories of sophisticated 'highbrow' culture as well as those of an allegedly debased 'lowbrow' culture, then, "go-betweens," as Virginia Woolf claimed? Why is it still worthwhile reading and studying artefacts of the 'middle'? Why would it be wrong to assume that the middlebrow is a gendered endeavor, a genre solely by women for women? And in what respect is it problematic to work with the concept of 'center' and 'middle' in the first place?

In this class we will trace these questions as we approach the phenomenon of American middlebrow studies to see that these allegedly 'light' texts have performed important cultural work for a great number of American (middle-class) readers. Middlebrow texts to this day are steeped in 19th-century didacticism and function as guides to middle-class life, life-styles, and prosperity by eliciting strong affective responses from their readers. At the same time, though, middlebrow fiction increasingly makes use of innovative techniques and unconventional themes. Thus, it defies and subverts the categories of mainstream and margin, and high and popular culture.

The class will prepare for a conference on middlebrow studies to be held in spring 2010.

Please register for this class on Stud.IP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: v.kuennemann@engsem.uni-hannover.de

AmerA / AmerF4 / AAS2, AAS3, AAS4, AAS6

We will read a variety of texts (mostly in the form of excerpts) which will be made available in a reader at the beginning of the semester, but you are asked to purchase the following two novels:

Grace Metalious, Peyton Place (Virago, ISBN: 1860499295) and

New English Literatures and Cultures (AAS5)
This course offers a new interdisciplinary approach to both history and literature. Rather than treating literary texts as a mere reflection of history we shall investigate the complex relationships between text and context to chronicle the colonial exploration and exploitation of western Africa by the British in the 19th and 20th century.

We shall begin with historical material on the slave trade conducted both by Africans and Europeans followed by excerpts from Olaudah Equiano's famous slave narrative published in 1789. We will move on to investigate why and how the British colonized what is now Nigeria and how the Africans acted during this prolonged period of interference which fundamentally changed their social and political structures as well as their cultures.

Joyce Cary (1888-1957), who served as a district magistrate and administrative officer in Nigeria, published his novel Mister Johnson in 1939. It is set in northern Nigeria and features a young black man who adapts to colonial culture and tries to exploit it for personal gain. Cary’s ironic but still colonial image of blacks is challenged by the famous Nigerian author Chinua Achebe (born in 1930), who looks critically at colonization in his classic novel Things Fall Apart, published in 1958. The novel is set amongst the Igbos of eastern Nigeria around 1900, the period of consolidated "indirect rule" by the British and not only "writes back" to Cary but appropriates the English language and the novel genre by infusing it with Igbo features such as sayings and proverbs.

Prerequisites for certificate: will be specified

For further information: jana.gohrisch@engsem.uni-hannover.de, c.stolberg@yahoo.de

Joyce Cary. Mister Johnson. (Penguin edition with introduction)


The historiographic and literary studies essays will be provided in a reader at the beginning of the semester. Please buy and bring along your own copies of the novels in good editions and read one of them before the course starts.
Listening to the Voices: Literary and Historical Approaches to South African Life Writing

Seminar, SWS: 2
Grünkemeier, Ellen / Rüther, Kirsten
Di, wöchentl., 10:00 - 12:00, 06.10.2009 - 30.01.2010, 1502 - 615 II 615
Di, Einzel, 08:00 - 10:00, 15.12.2009 - 15.12.2009, 1502 - 615 II 615

Kommentar
Dieses Seminar findet in Kooperation mit Frau PD Dr. Kirsten Rüther aus dem Historischen Seminar statt.

In this interdisciplinary seminar we will draw on the expertise of students and teachers from the History and the English Departments. Reading historical, literary and theoretical texts we will approach the genre 'life writing' from different perspectives. 'Life writing' is an umbrella term that refers to a variety of texts about the 'self' or 'individual'. Allowing for a diversification of voices, the genre can include hitherto marginalised perspectives. Questions such as the following will serve as a guideline for our seminar: What is 'life writing'? How does it compare to '(auto)biography'? What issues are negotiated in life narratives? Who is (not) represented? Who is (not) given a voice? What significance does the genre have in the South African context? Analyzing *Zulu Woman* in particular, the life narrative of Christina Sibiya, the first of sixty-five wives of the uncrowned king of the Zulus, Solomon kaDinuzulu, we will locate the text both in its historical context and in the genre 'life writing'. We will also address the analytical and methodological issues relevant to this transdisciplinary study of lives and voices.

Prerequisites for certificate: will be specified

For further information: ellen.gruenkemeier@engsem.uni-hannover.de, kirsten.ruether@hist.uni-hannover.de

Bemerkung
BritA / AAS2, AAS3, AAS5

Literatur
Students who wish to attend this course shall try to get hold of the following novel:

Rebecca Hourwich Reyher, *Zulu Woman: The Life Story of Christina Sibiya*

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M. Ed. Lehramt Gymnasium

Fachpraktikum Englisch
Fachpraktikum für das Lehramt an Gymnasien

Fachpraktikum
Vinals-Stein, Nicole

Kommentar
5 Wochen am Gymnasium im Februar/März 2010.

Anmeldung bis zum 30.10.2009 bei Nicole Vinals-Stein (nicole.vinals-stein@engsem.uni-hannover.de).

Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

Bemerkung
DidFP
Planung und Analyse von Englischunterricht

Seminar, SWS: 2
Vinals-Stein, Nicole
Di, wöchentl., 16:00 - 18:00, 06.10.2009 - 30.01.2010, 1502 - 609 II 609

Kommentar
Das Seminar ist obligatorisch für alle Lehramtsstudierenden.

Prerequisites for certificate: will be specified

Bemerkung
DidPA

Literatur

Teaching Practice as Foreign Language Assistant

Praktikum
Ruhm (Staatsexamen), Hannah
Fr, Einzel, 10:00 - 16:00, 08.01.2010 - 08.01.2010, 1502 - 613 II 613
Sa, Einzel, 10:00 - 16:00, 09.01.2010 - 09.01.2010, 1502 - 613 II 613
Fr, Einzel, 10:00 - 12:00, 15.01.2010 - 15.01.2010, 1502 - 613 II 613

Kommentar
This course gives a practical introduction to different teaching assistant programmes (PAD, Amity) and provides useful information about the tasks and responsibilities of Foreign Language Assistants. We are going to discuss educational systems (GB, USA, Canada and Australia), develop and discuss different activities and resources for teaching German as a foreign language and you will have the chance to meet and talk to former teaching assistants.

This course is obligatory for BA or MLG students planning to substitute the Fachpraktikum with the assistant year. The course will prepare for the 30 minute oral exam which will take place after your return.

Please note: DidPA is obligatory for all MLG students.

For further information: hannah.ruhm@engsem.uni-hannover.de - Please register for this course until Dec 20, 2009.

Advanced Methodology
Teaching Film: Crash and Babel
Seminar
Belle, Gabriele (verantwortlich)
Do, wöchentl., 10:00 - 12:00, 08.10.2009 - 30.01.2010, 1502 - 615 II 615
Kommentar

Students enjoy watching movies and TV for a variety of reasons. For one, they get exposure to authentic language in a non-threatening setting. Secondly, movies and video provide common ground to students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003. The course is designed to help you to teach two episodic films: Crash (2004) and Babel (2006). Some of the objectives of the course will be: critically analyze and understand the purpose for the use of basic film/video techniques and methods for teaching them to students, as well as intertextual connections between media (e.g. film & novel) understand and apply different critical approaches to studying film (e.g. semiotic, postcolonial, cultural studies) and teach them in a task-based learning context develop 'reading/viewing' skills through a range of classroom activities that demonstrate how audience interaction works to create meaning in film.

A film-screening for the films discussed in the classroom will be organized.

Prerequisites for certificate: will be specified
For further information: gabriele.belle@engsem.uni-hannover.de

Bemerkung
DidA1, DidA2

Literatur

Bibliography:

Themenhefte Teaching Film:
PRAXIS Fremdsprachenunterricht 6/2004
Der Fremdsprachliche Unterricht Englisch , 2004

Films:
Gonzáles Iñárritu, Alejandro, Babel , USA/Mexiko 2006
Haggis, Paul, Crash , USA, 2004
To teach the boundary - Enseñar la frontera: Hispanic Americans in the USA

Seminar, SWS: 2

Blell, Gabriele

Do,wöchentl., 14:00 - 16:00, 08.10.2009 - 30.01.2010, 1502 - 615 II 615

Kommentar

The USA shares a border with Mexico, and the high standard of living in the USA acts as a growing magnet to Mexican migrants. In 2000, for the first time in California, Spanish speakers outnumbered English speakers. Hispanics have added a distinct flavour to US culture and society. The aim of the seminar is to focus on this topic. Within the context of intercultural and multilingual language learning concepts we will review and analyze various Hispanic/Mexican-American short stories, novel extracts or poems and other artistic forms such as pictures (Balmy Alley murals in SF, US) or film sequences (Spanglish) and adopt them to various teaching scenarios. The texts will be discussed with reference to issues of immigration, transculturality, blendings (interlingual language) and hybridity.

Prerequisites for certificate: will be specified

For further information: gabriele.blell@engsem.uni-hannover.de

Bemerkung

DidA1, DidA2

Literatur

Bibliography:

Primary texts:


Cisneros, Sandra, The House on Mango Street, New York 1984

Cisneros, Sandra, Caramelo, New York 2002

Brooks, James, Spanglish, USA 2004

Secondary texts:


This seminar is an advanced introduction to the different ways in which figurative language, including metaphor and metonymy, permeate all areas of language, and other methods of communication, covering both theoretical and practical approaches to the analysis of texts.

Combining a variety of approaches (Conceptual Metaphor Theory, the ‘primary metaphor’ version, Blending Theory), the seminar will provide a thorough grounding in metaphor, metonymy and word meaning, theories on the processing and understanding of metaphorical or metonymical language, and metaphor or metonymy in other languages and translation.

Presentations in class will draw on a wide selection of authentic examples to explore metaphor and metonymy in relation to text, discourse and society. Metaphors and metonymies will be explored in a range of contexts such as politics, sport, and advertising, while ‘literary’ metaphor and metonymy will be demonstrated through fiction and poetry. If time permits, a final section of the seminar covering non-verbal metaphor and metonymy will look at metaphor and metonymy in art, cinema, and music, further demonstrating ‘figurative language’ theories in practice.

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

Background reading will be taken from the following sources:


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

Bemerkung
LingF3 / FAL1, FAL2

Literatur
Recommended background reading:


Advanced Linguistics
Linguistic perspectives on multilingualism

Seminar, SWS: 2
Heine, Lena
Do, wöchentl., 14:00 - 16:00, 22.10.2009 - 30.01.2010, 1502 - 709 II 709 , !!! NEU !!!

Kommentar
This seminar deals with cognitive, social and functional aspects of multilingualism from a linguistic perspective. Students will be introduced to a range of language learning theories, typical research questions, as well as typical methodological approaches in the field. The central approach will be to connect language acquisition models to linguistic theories. This will provide students with a sound theoretical basis that enables them to make professional decisions in language teaching environments. Studies presented will cover a variety of fields, such as generative, cognitive and psycholinguistic approaches, but also sociolinguistics and ethno-linguistics, and will thus also deepen the students’ ability to deal with multiple theoretical perspectives and to critically evaluate different research methodologies.

The seminar will have a strong interactive character, and students will be asked to take an active role in its progression.

Bemerkung
LingA1, LingA2 / FAL 6

Literatur


Metaphor, Metonymy and Blending
Seminar, SWS: 2
Schulze, Rainer
Di, wöchentl., 10:00 - 12:00, 06.10.2009 - 30.01.2010, 1502 - 703 II 703

Kommentar
This seminar is an advanced introduction to the different ways in which figurative language, including metaphor and metonymy, permeate all areas of language, and other methods of communication, covering both theoretical and practical approaches to the analysis of texts.

Combining a variety of approaches (Conceptual Metaphor Theory, the ‘primary metaphor’ version, Blending Theory), the seminar will provide a thorough grounding in metaphor, metonymy and word meaning, theories on the processing and understanding of metaphorical or metonymical language, and metaphor or metonymy in other languages and translation.

Presentations in class will draw on a wide selection of authentic examples to explore metaphor and metonymy in relation to text, discourse and society. Metaphors and metonymies will be explored in a range of contexts such as politics, sport, and advertising, while ‘literary’ metaphor and metonymy will be demonstrated through fiction and poetry. If time permits, a final section of the seminar covering non-verbal metaphor and metonymy will look at metaphor and metonymy in art, cinema, and music, further demonstrating ‘figurative language’ theories in practice.

Bemerkung
LingA1, LingA2 / FAL2

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

Background reading will be taken from the following sources:


Perspectives on Standard English
Seminar, SWS: 2
Schröder, Anne
Do, wöchentl., 14:00 - 16:00, 15.10.2009 - 30.01.2010
Bemerkung
LingA1, LingA2 / FAL4

Pidgins and Creoles
Seminar, SWS: 2
Schröder, Anne
Fr, wöchentl., 14:00 - 16:00, 16.10.2009 - 30.01.2010, 1502 - 703 II 703
Bemerkung
LingA1, LingA2 / FAL4
Syntax and Pragmatics of Non-Sentences

Seminar, SWS: 2
Heine, Lena
Do, wöchentl., 10:00 - 12:00, 15.10.2009 - 30.01.2010, 1502 - 709 II 709 , !!! NEU !!!
Do, Einzel, 10:00 - 12:00, 17.12.2009 - 17.12.2009, 1502 - 809 CIP-Pool

Kommentar
Consider the following English utterances that contain incomplete syntactic structures of some kind:

(1) Ray goes by car but Ron doesn’t [________].
(2) [_________] Two loaves of white bread, please.
(3) [_________] Want some coffee?

One of our central goals in this seminar will be to ask what it is that enables us to interpret these structures in spite of the lacking information and how this can be modelled in a formal way. Besides, we will take a closer look at what function they take in discourse.

The goals of the seminar are to give students a deeper insight into linguistic theory building and to broaden their skills in the analysis of language. Part of the curriculum will consist of an introduction to linguistic methodologies such as corpus linguistics, which the students will apply to answer concrete research questions. The seminar is going to be mainly interactive, and students will be asked to take an active role in its progression.

Bemerkung
LingA1, LingA2 / FAL1

Literatur


Advanced Literature and Culture
Aspects of Love: English Renaissance Poetry
Seminar, SWS: 2
Krämer, Lucia
Do, wöchentl., 10:00 - 12:00, 08.10.2009 - 30.01.2010, 1502 - 613 II 613

Kommentar
The English Renaissance produced some of the most magnificent love poetry in the English language. Combining formal and historical approaches of analysis and interpretation, we will explore some of the manifold representations of various forms of love in poems from the sixteenth and seventeenth centuries. Not only do they illustrate some of the major developments within English poetry of this period, they also fundamentally problematize essentialist concepts of sex, gender, desire, and love itself. Poets treated will range from Thomas Wyatt, Christopher Marlowe, Philip Sidney, Edmund Spenser, William Shakespeare and Katherine Philips to the 'metaphysical poets' John Donne and Andrew Marvell.

Prerequisites for certificate: will be specified
For further information: lucia.kraemer@engsem.uni-hannover.de

Bemerkung
BritA / AAS2

Literatur
A reader with all the texts for the seminar will be provided at the beginning of the course.
Colonial Nigeria in Historiography and Literature – Die Kolonialgeschichte Nigerias in Geschichtsschreibung und Literatur

**Seminar, SWS: 2**

**Füllberg-Stolberg, Katja / Gohrisch, Jana**

**Di, wöchentl., 16:00 - 18:00, 06.10.2009 - 30.01.2010, 1502 - 703 II 703**

**Kommentar**

Dieses Seminar findet in Kooperation mit Frau PD Dr. Katja Füllberg-Stolberg aus dem Historischen Seminar statt.

Trotz seiner englischsprachigen Ankündigung wird dieser Kurs in englischer und in deutscher Sprache abgehalten. Es sind ausdrücklich Studierende willkommen, die nicht Englisch studieren, sich aber für Nigeria und dessen Geschichte sowie Literatur interessieren.

This course offers a new interdisciplinary approach to both history and literature. Rather than treating literary texts as a mere reflection of history we shall investigate the complex relationships between text and context to chronicle the colonial exploration and exploitation of western Africa by the British in the 19th and 20th century.

We shall begin with historical material on the slave trade conducted both by Africans and Europeans followed by excerpts from Olaudah Equiano's famous slave narrative published in 1789. We will move on to investigate why and how the British colonized what is now Nigeria and how the Africans acted during this prolonged period of interference which fundamentally changed their social and political structures as well as their cultures.

Joyce Cary (1888-1957), who served as a district magistrate and administrative officer in Nigeria, published his novel *Mister Johnson* in 1939. It is set in northern Nigeria and features a young black man who adapts to colonial culture and tries to exploit it for personal gain. Cary's ironic but still colonial image of blacks is challenged by the famous Nigerian author Chinua Achebe (born in 1930), who looks critically at colonization in his classic novel *Things Fall Apart*, published in 1958. The novel is set amongst the Igbos of eastern Nigeria around 1900, the period of consolidated "indirect rule" by the British and not only "writes back" to Cary but appropriates the English language and the novel genre by infusing it with Igbo features such as sayings and proverbs.

Prerequisites for certificate: will be specified

For further information: jana.gohrisch@engsem.uni-hannover.de, c.stolberg@yahoo.de

**Bemerkung**


The historiographic and literary studies essays will be provided in a reader at the beginning of the semester. Please buy and bring along your own copies of the novels in good editions and read one of them before the course starts.

**Crime Fiction: Ideology and Popular Culture**

**Seminar, SWS: 2**

**Bennett, Peter**

**Fr, wöchentl., 10:00 - 12:00, 09.10.2009 - 30.01.2010, 1502 - 615 II 615**

**Kommentar**

This seminar will cover the nature of the genre of crime fiction from the mid-19th century until the present day. Works will be considered not so much in literary isolation as in terms of their social relations. Rather than running after the red herring of a straight line of literary evolution, we shall be looking for clues to significant relationships between narrative form and cultural function. In doing so, we shall detect a variety social ideologies within crime fiction.

**Bemerkung**

BritA / AAS4

Would-be participants are asked to download or buy two short stories by Edgar Allan Poe, "The Murders in the Rue Morgue" and "The Purloined Letter", and to have read them before the first meeting. Further texts will be assigned during the seminar.
Education and the Making of Americans

This seminar is about the role of education in America during the nineteenth and twentieth centuries and on how it has shaped the country's self-conception and culture. Covering topics such as mass-education and racial segregation in schools and universities, the role of religion in the American educational system, home-schooling, and contemporary problems in American schools and institutions of higher education, we will investigate/discuss the historical and ideological foundations of the U.S. educational system.

In the nineteenth century, America's institutions of higher learning moved away from the elite German model that they had relied on earlier to meet the needs of a society in transition. Inspired by educational reform projects and new educational programs, disciplinary methods and university curricula in particular were designed to move the country forward economically as well as to renew its democratic spirit. Practical programs were introduced in the rural South and in the industrial North to include larger segments of society. African-American schools and colleges were founded to further 'uplift' the race. More and more colleges invited white women to develop their moral and intellectual influence on both their family and society at large. Missionary societies sent teachers to the newly emancipated slaves, to the Indian reservations, and to the 'Chinatowns' to not only spread 'the word' but also American white middle-class values, including in particular gender-norms. In an era of mass-emigration, education was seen as the key-measure to 'Americanize' the newcomers, to preserve social stability, and to prevent crime. In 1925 the Supreme Court ruled that children could not be forced to visit a public school but that they could equally be educated in privately run institutions or at home. With the end of racial segregation, new debates regarding mass-education emerged, leading to phenomena like 'white flight,' 'bussing,' and inner-city 'magnet schools.' With the decline of the middle-class, an increasing number of illegal immigrants, and a growing sensibility for the demands of the physically and mentally disadvantaged, debates about the American educational system have led to new educational approaches, curricula, and political programs.

We will look at early text books and slave-narratives, at the reports of 'schoolmarms' among the 'Indians' and Chinese, at scholarly publications regarding the education of white girls, and at twentieth-century non-fiction and novels that are either set in a school context or that in other ways center on education. The seminar will also include the visual representation of the topic in art, caricature, and film.

Please register for this class on Stud.IP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: kirsten.twelbeck@engsem.uni-hannover.de

Bemerkung

AmerA / AAS2, AAS3
**History, Culture and Literature from 1485 to 1688/89**

Seminar, SWS: 2  
Gohrisch, Jana  
Mi, wöchentl., 10:00 - 12:00, 07.10.2009 - 30.01.2010, 1502 - 615 II 615

**Kommentar**

In this course, we shall read historiographic and literary texts to explore the economic, social, political and cultural developments from the end of the Wars of the Roses in 1485 to the Glorious Revolution in 1688/89 covering one of the most decisive periods in British and world history. We shall deal with such issues as the Tudor and Stuart monarchy, reformation and Puritanism, the rise of the middle classes and the English revolution.

In addition to watching and critically discussing parts of Simon Schama's BBC History of Britain series (released in 2002), we shall study the famous portraits of Elizabeth I, excerpts from Thomas More's Utopia (1516), some of Shakespeare's sonnets and his tragedy Othello (performed c. 1604). Othello will interest us for its treatment of love and jealousy and the construction of the Other in the early modern period. We shall continue our exploration of the major genres of the Renaissance and of 17th-century literature with John Donne and metaphysical poetry, followed by John Milton and excerpts from his pamphlets and Paradise Lost (1667/1674), the great Puritan epic of the lost revolution.

**Prerequisites for certificate:** will be specified

For further information: jana.gohrisch@engsem.uni-hannover.de

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**Immigration in American Literature and Culture, 1890-1940**

Seminar, SWS: 2  
Mayer, Ruth  
Di, wöchentl., 10:00 - 12:00, 06.10.2009 - 30.01.2010, 1502 - 609 II 609  
Fr, Einzel, 16:00 - 18:00, 30.10.2009 - 30.10.2009, 1502 - 613 II 613, Filmvorführung  
Fr, Einzel, 16:00 - 18:00, 04.12.2009 - 04.12.2009, 1502 - 613 II 613, Filmvorführung

**Kommentar**

In this class we will investigate the effects of the great wave of immigration after 1890 on American literature and culture. The class will focus on the situation at the turn of the century, looking mainly into patterns of immigration from Eastern and Southern Europe to the American East Coast, but extend to the 1930s. We will be concerned with the heated political debates around immigration of the day, look into early sociological and anthropological approaches to the phenomena of cultural difference, investigate the painting of the Ashcan School, the photography of Jacob Riis and Lewis Hine, and read a variety of texts written by immigrant and ethnic minority authors such as Mary Antin, Abraham Cahan, Anzia Yezierska, and Mike Gold. The class will end with a discussion of Henry Roth's Call It Sleep.

Please register for this class on StudIP by September 30, 2009, and check there for updates and additional information as the semester approaches.

**Prerequisites for certificate:** will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

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**Literatur**

- The Norton Anthology of English Literature
- William Shakespeare. Othello
- Please purchase Call It Sleep (Picador, ISBN 0312424124) and Mary Antin's The Promised Land (Penguin, ISBN 0140189858).

A reader with additional course material will be made available at the beginning of the semester.
### Listening to the Voices: Literary and Historical Approaches to South African Life Writing

**Seminar, SWS: 2**  
Grünkemeier, Ellen / Rüther, Kirsten  
Di, wöchentl., 10:00 - 12:00, 06.10.2009 - 30.01.2010, 1502 - 615 II 615  
Di, Einzel, 08:00 - 10:00, 15.12.2009 - 15.12.2009, 1502 - 615 II 615

**Kommentar**  
Dieses Seminar findet in Kooperation mit Frau PD Dr. Kirsten Rüther aus dem Historischen Seminar statt.  

In this interdisciplinary seminar we will draw on the expertise of students and teachers from the History and the English Departments. Reading historical, literary and theoretical texts we will approach the genre 'life writing' from different perspectives. 'Life writing' is an umbrella term that refers to a variety of texts about the 'self' or 'individual'. Allowing for a diversification of voices, the genre can include hitherto marginalised perspectives. Questions such as the following will serve as a guideline for our seminar: What is 'life writing'? How does it compare to '(auto)biography'? What issues are negotiated in life narratives? Who is (not) represented? Who is (not) given a voice? What significance does the genre have in the South African context? Analysing *Zulu Woman* in particular, the life narrative of Christina Sibiya, the first of sixty-five wives of the uncrowned king of the Zulus, Solomon kaDinuzulu, we will locate the text both in its historical context and in the genre 'life writing'. We will also address the analytical and methodological issues relevant to this transdisciplinary study of lives and voices.  

Prerequisites for certificate: will be specified  
For further information: ellen.gruenkemeier@engsem.uni-hannover.de, kirsten.ruether@hist.uni-hannover.de

**Bemerkung**  
BritA / AAS2, AAS3, AAS5  

**Literatur**  
Students who wish to attend this course shall try to get hold of the following novel:  
Rebecca Hourwich Reyher, *Zulu Woman: The Life Story of Christina Sibiya*

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### Literaturtourismus zwischen England und Deutschland

**Seminar, SWS: 2**  
Emig, Rainer / Kosenina, Alexander  
Mi, wöchentl., 18:00 - 20:00, 07.10.2009 - 30.01.2010, 1502 - 703 II 703

**Kommentar**  

Prerequisites for certificate: will be specified  
For further information: rainer.emig@engsem.uni-hannover.de, alexander.kosenina@germanistik.uni-hannover.de

**Bemerkung**  
BritA / AAS2, AAS3, AAS4  

**Literatur**  
Modern Theories of Literature and Culture
Seminar, SWS: 2
Emig, Rainer
Do, wöchentl., 10:00 - 12:00, 08.10.2009 - 30.01.2010, 1502 - 703 II 703

Kommentar
This series of lectures introduces students to the plurality of theories of literature and culture in the twentieth century. It will cover Semiotics, Formalism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Structuralism, Deconstruction and Poststructuralism, Feminism, Gender Studies and Queer Theory, New Historicism and Cultural Materialism, Postcolonial Theory, and theories of Intertextuality and Intermediality. The lectures will follow a regular format and will always introduce key theories, their concepts and terminologies, explore key texts of these theories, and demonstrate their application on a selection of literary texts or cultural artefacts. Students will thus gain an insight into the diverse approaches in current scholarship and increased confidence in using theory themselves.

Prerequisites for certificate: will be specified
For further information: rainer.emig@engsem.uni-hannover.de

Bemerkung
BritA / AAS1

Literatur
Recommended Background Reading:
Michael Ryan, Literary Theory: A Practical Introduction (Oxford: Blackwell, 1999)

Seduction in America: Themes and Ideas from the Enlightenment to Modernism
Seminar, SWS: 2
Mayer, Ruth
Mo, wöchentl., 12:00 - 14:00, 05.10.2009 - 30.01.2010, 1502 - 609 II 609
Fr, Einzel, 16:00 - 18:00, 08.01.2010 - 08.01.2010, 1502 - 613 II 613 , Filmvorführung
Fr, Einzel, 16:00 - 18:00, 15.01.2010 - 15.01.2010, 1502 - 613 II 613 , Filmvorführung
Fr, Einzel, 16:00 - 18:00, 22.01.2010 - 22.01.2010, 1502 - 613 II 613

Kommentar
In this class we will investigate the significance of seduction as a theme and practice in American culture, from the early Republic to the twentieth century. We will be concerned with the moral and political discussions around the issue in the 18th century, will read two novels of seduction (Susanna Rowson’s Charlotte Temple (excerpts), Hannah Webster Foster's The Coquette ), and then turn to nineteenth century texts which take up the theme in different guises and to different purposes. We will discuss the Gothic take on the subject matter, looking at authors such as Charles Brockden Brown, George Lippard, and Edgar Allan Poe, as well as realist and modernist reconceptualizations of seduction in the writings of Henry James or Theodore Dreiser (Sister Carrie ). The class will end with a reflection of filmic melodrama and its re-fashioning of the subject.

Please register for this class on StudIP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified
For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung
AmerA / AAS2, AAS3, AAS4

Literatur
A reader with additional material will be made available at the beginning of the semester.
Spaces In-Between? American Middlebrow Literatures and Cultures

Künnemann (M. A.), Vanessa
Di, wöchentl., 14:00 - 16:00, 06.10.2009 - 30.01.2010, 1502 - 609 II 609
Fr, Einzel, 14:00 - 16:00, 20.11.2009 - 20.11.2009, 1502 - 615 II 615, Filmvorführung
Mi, Einzel, 12:00 - 16:00, 16.12.2009 - 16.12.2009, 1502 - 615 II 615, Filmvorführung
Do, Einzel, 16:00 - 18:00, 17.12.2009 - 17.12.2009, 1502 - 613 II 613, Filmvorführung
Do, Einzel, 18:00 - 20:00, 17.12.2009 - 17.12.2009, 1502 - 615 II 615, Filmvorführung

Kommentar

According to the Oxford English Dictionary, the term ‘middlebrow’ pertains to "a person [who is] only moderately intellectual [or] of average or limited cultural interests;" and a ‘middlebrow’ artistic work is one "of limited intellectual or cultural value; demanding or involving only a moderate degree of intellectual application, typically as a result of not deviating from convention." Middlebrow studies is concerned with literature of the ‘middle’ or the mainstream - ephemeral texts from the perspective of traditional literary history which, at their moment in time, made for solid best-sellers. Because of their very situatedness at what might be described as the WASP middle-class ‘center’ of culture, middlebrow texts have been marginalized in literary criticism until very recently. Are texts that are ‘too popular’, that sell ‘too well’ and that defy the categories of sophisticated ‘highbrow’ culture as well as those of an allegedly debased ‘lowbrow’ culture, then, "go-betweens," as Virginia Woolf claimed? Why is it still worthwhile reading and studying artefacts of the ‘middle’? Why would it be wrong to assume that the middlebrow is a gendered endeavor, a genre solely by women for women? And in what respect is it problematic to work with the concept of ‘center’ and ‘middle’ in the first place?

In this class we will trace these questions as we approach the phenomenon of American middlebrow studies to see that these allegedly ‘light’ texts have performed important cultural work for a great number of American (middle-class) readers. Middlebrow texts to this day are steeped in 19th-century didacticism and function as guides to middle-class life, life-styles, and prosperity by eliciting strong affective responses from their readers. At the same time, though, middlebrow fiction increasingly makes use of innovative techniques and unconventional themes. Thus, it defies and subverts the categories of mainstream and margin, and high and popular culture.

The class will prepare for a conference on middlebrow studies to be held in spring 2010.

Please register for this class on Stud.IP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: v.kuennemann@engsem.uni-hannover.de

Literatur

We will read a variety of texts (mostly in the form of excerpts) which will be made available in a reader at the beginning of the semester, but you are asked to purchase the following two novels:

### Theatre Life at the Time of Shakespeare
Seminar, SWS: 2  
Ilsemann, Hartmut  
Mo, wöchentl., 10:00 - 12:00, 05.10.2009 - 30.01.2010, 1502 - 703 II 703  

**Kommentar**  
The overwhelming amount of information that is available about this period can make it hard to comprehend what was going on. To try to cope with this wealth of information, a wall-chart of some six metres length will be created which, apart from a timeline, will map information about plays, authors, dates of publications as well as literary and cultural references from secondary literature so as to end up with a substantial survey.  
Participants will be required to analyze the texts and periods allocated to them, and to organize the results in an appealing and pleasant form as part of the collective timeline.  
If you have further questions please don't hesitate to contact: hartmut.ilsemann@engsem.uni-hannover.de

### Integrated English Practice
**Topics: Canadian Pop Culture**  
Sprachpraxis / Sprachpraktische Übung, SWS: 2  
Hunter, Kate  
Fr, wöchentl., 10:00 - 12:00, 16.10.2009 - 30.01.2010, 1502 - 609 II 609

**Topics: Canadian Women Writers**  
Sprachpraxis / Sprachpraktische Übung, SWS: 2  
Hunter, Kate  
Fr, wöchentl., 08:00 - 10:00, 16.10.2009 - 30.01.2010, 1502 - 609 II 609

**Topics: From Abe to Obama "the Midwest and Culture"**  
Sprachpraxis / Sprachpraktische Übung, SWS: 2  
Jones, Jacob  
Do, wöchentl., 12:00 - 14:00, 15.10.2009 - 30.01.2010, 1502 - 615 II 615

**Topics: Investigation into Language Mechanics**  
Sprachpraxis / Sprachpraktische Übung, SWS: 2  
Gans, Anne  
Di, wöchentl., 14:00 - 16:00, 13.10.2009 - 30.01.2010, 1502 - 709 II 709

### Masterarbeit / Master Thesis
**Examenskolloquium "American Studies"**  
Kolloquium, SWS: 2  
Mayer, Ruth  
Di, wöchentl., 12:00 - 14:00, 06.10.2009 - 30.01.2010, 1502 - 613 II 613  

**Kommentar**  
Das Examenskolloquium richtet sich an Studierende aller Studiengänge, die ihre Abschlussarbeit oder eine mündliche Prüfung in den American Studies ablegen wollen. Das Vorgehen richtet sich nach den Bedürfnissen der Teilnehmer und Teilnehmerinnen und reicht von mündlichen und schriftlichen mock exams (Vorbereitung für Klausuren und mündliche Prüfungen) über die Frage nach der Themenfindung und Gliederung einer Examensarbeit bis hin zu grundsätzlichen Aspekten der Prüfungsvorbereitung (etwa: Was ist ein gutes Prüfungsthema? Wie gestalte ich ein Thesenpapier? Wie bereite ich mich auf die Klausuren vor?).  
For further information: ruth.mayer@engsem.uni-hannover.de
Examenskolloquium: Key Ideas in Linguistics
Kolloquium, SWS: 2
Schulze, Rainer
Mo, wöchentl., 10:00 - 12:00, 12.10.2009 - 30.01.2010, 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 present and discuss any questions relating to form, substance and organization of the thesis (i.e. Staatsexamensarbeit, Magisterarbeit, BA-Abschlussarbeit, etc.) and the written and oral examinations. Additionally, we will tackle some basic ideas in linguistics that have shaped the study of language up to the present day. Each class will include a brief description of some particular conception, an account of its development, and its impact on the field of language study. Ideas covered range from acceptability/grammaticality, ambiguity/vagueness, behaviourism and cognitivism, through holism, implicature and linguistic relativity, to sense/reference, speech act theory, and universal grammar.

Ergänzungsstudiengang Drittes Fach Lehramt Gymnasium

Foundations of Linguistics
English Word-formation
Seminar, SWS: 2
Schröder, Anne
Fr, wöchentl., 10:00 - 12:00, 09.10.2009 - 30.01.2010, 1502 - 709 II 709
Bemerkung LingF4

Introduction to Linguistics I
Seminar, SWS: 2
Höche, Silke
Do, wöchentl., 16:00 - 18:00, 15.10.2009 - 30.01.2010, 1502 - 003 II 003
Kommentar This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics: phonetics and phonology, morphology, syntax, semantics and pragmatics. Areas such as sociolinguistics, varieties of English, first and second language acquisition, comparative linguistics English/German, historical linguistics, corpus linguistics, language universals and language typology will be tackled in the summer semester 2010.

Prerequisites for certificate: will be specified

For further information please contact me at: silke.hoeche@engsem.uni-hannover.de

Bemerkung LingF1
Literatur A reader with selected texts will be made available at the beginning of the semester.
**Introduction to Linguistics II**

**Seminar, SWS: 2**  
**Shahrokny-Prehn, Arian**  
**Mo, wöchentl., 08:00 - 10:00, 12.10.2009 - 30.01.2010, 1502 - 003 II 003**  
**Kommentar**  
This course is a sequel to Introduction to Linguistics I and will cover areas such as sociolinguistics, varieties of English, first and second language acquisition, historical linguistics, speech acts and conversation.  
**Prerequisites for certificate: will be specified**  
**For further information please contact me at: arian.shahrokny@engsem.uni-hannover.de**  

**Sociolinguistics**

**Seminar, SWS: 2**  
**Schröder, Anne**  
**Do, wöchentl., 10:00 - 12:00, 08.10.2009 - 30.01.2010, LingF4**

**Advanced English Skills**

**Academic Writing and Research**  
**Sprachpraxis / Sprachpraktische Übung, SWS: 2**  
**Jones, Jacob**  
**Mo, wöchentl., 14:00 - 16:00, 12.10.2009 - 30.01.2010, 1502 - 609 II 609**  
**Mo, wöchentl., 16:00 - 18:00, 12.10.2009 - 30.01.2010, 1502 - 609 II 609**  
**Di, wöchentl., 08:00 - 10:00, 13.10.2009 - 30.01.2010, 1502 - 609 II 609**  
**Di, wöchentl., 10:00 - 12:00, 13.10.2009 - 30.01.2010, 1502 - 613 II 613**  
**Di, wöchentl., 14:00 - 16:00, 13.10.2009 - 30.01.2010, 1502 - 615 II 615**

**Communication Skills**  
**Sprachpraxis / Sprachpraktische Übung, SWS: 2**  
**Gans, Anne**  
**Mo, wöchentl., 10:00 - 12:00, 12.10.2009 - 30.01.2010, 1502 - 615 II 615**  
**Mo, wöchentl., 12:00 - 14:00, 12.10.2009 - 30.01.2010, 1502 - 615 II 615**

**Communication Skills**  
**Sprachpraxis / Sprachpraktische Übung, SWS: 2**  
**Bennett, Peter**  
**Di, wöchentl., 14:00 - 16:00, 13.10.2009 - 30.01.2010, 1502 - 703 II 703**

**Communication Skills**  
**Sprachpraxis / Sprachpraktische Übung, SWS: 2**  
**Jones, Jacob**  
**Do, wöchentl., 14:00 - 16:00, 15.10.2009 - 30.01.2010, 1502 - 609 II 609**  
**Do, wöchentl., 16:00 - 18:00, 15.10.2009 - 30.01.2010, 1502 - 615 II 615**

**Writing in English**

**Expository Writing**  
**Sprachpraxis / Sprachpraktische Übung, SWS: 2**  
**Gans, Anne**  
**Di, Einzel, 10:00 - 12:00, 13.10.2009 - 30.01.2010, 1502 - 709 II 709**  
**Di, Einzel, 10:00 - 12:00, 19.01.2010 - 19.01.2010, 1502 - 013 II 013 , Klausur**

**Textual Analysis and Production**  
**Sprachpraxis / Sprachpraktische Übung, SWS: 2**  
**Ilsemann, Hartmut**  
**Mo, wöchentl., 14:00 - 16:00, 12.10.2009 - 30.01.2010, 1502 - 613 II 613**
Foundations Methodology of Teaching English as a Foreign Language

Introduction to English Language Teaching

Seminar, SWS: 2
Blell, Gabriele (verantwortlich)
Di, Einzel, 12:00 - 14:00, 06.10.2009 - 06.10.2009, 1502 - 615 II 615
Di, wöchentl., 12:00 - 14:00, 13.10.2009 - 30.01.2010, 1502 - 003 II 003

Kommentar
This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester (PVO 1998). The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: Promoting intercultural communicative competence (ICC) (Foreign) language learning as individual and collaborative achievement Developing learner- and learning centred teaching Supporting task-based learning.

Main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Prerequisites for certificate: will be specified
For further information: gabriele.blell@engsem.uni-hannover.de

Bemerkung
DidF1

Literatur

Bibliography:
Müller-Hartmann, A. & Schocker-v. Ditfurth, M: Introduction to English Language Teaching . Klett 2004 (obligatory)
My story, my music, my world: Multimediale und sprachenübergreifende Aufgabenentwicklung

Seminar, SWS: 2
Blell, Gabriele / Ruhm (Staatsexamen), Hannah / Dannecker, Wiebke
Di, wöchentl., 16:00 - 18:00, 06.10.2009 - 30.01.2010, 1502 - 615 II 615

Kommentar

Im Anschluss an die Behandlung ausgewählter theoretischer Aspekte (u. a. Aufgabenorientierung/Task-based language learning, Mehrsprachigkeitsdidaktik, interkulturelles Lernen) sollen die Texte dazu genutzt werden Aufgabenstellungen und Lernmaterialien für einen fächer- und sprachenübergreifenden Unterricht herzustellen.

Die Studierenden erhalten im Rahmen des Seminars die Möglichkeit, die entwickelten Materialien im Schulkontext und in der Zusammenarbeit mit Lehrerinnen und Lehrern auszuprobieren.

Dieses interdisziplinäres Didaktik-Proseminar ist offen für Studierende der Anglistik und der Germanistik/DaF/DaZ.

Prerequisites for certificate: will be specified

Anmeldung per E-mail bis zum 15.09.09

For further information: gabriele.blell@engsem.uni-hannover.de,
hannah.ruhm@engsem.uni-hannover.de, wiebke.dannecker@germanistik.uni-hannover.de

Bemerkung
DidF2
Teilnehmerzahl 20 je Fach, Anmeldung über Stud.IP

Literatur


Foundations of American Studies 1
American Literature and Culture from the Beginnings to the 1850s
Vorlesung, SWS: 2
Mayer, Ruth
Mo, wöchentl., 10:00 - 12:00, 12.10.2009 - 30.01.2010, 1502 - 003 II 003
Mo, Einzel, 10:00 - 11:30, 04.01.2010 - 04.01.2010, 1208 - A001 Kesselhaus
Do, Einzel, 10:00 - 12:00, 04.01.2010 - 04.01.2010, 1502 - 003 II 003 , Klausur
Kommentar
This lecture will provide an introduction to early American culture and literature, focusing on the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts. We will try to come to terms with the fact that only one version of the stories of discovery and colonization has survived, and cast a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution and independence.

Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 07 October 2009, 1 p.m. You will find them online: http://www.engsem.uni-hannover.de/downloads/index.php
Please also register on StudIP for this class.
Prerequisites for certificate: will be specified
For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung
AmerF2
Literatur
A reader with course material will be made available at the beginning of the class.


American Literature and Culture from the Beginnings to the 1850s
Vorlesung, SWS: 2
Twelbeck, Kirsten
Do, wöchentl., 10:00 - 12:00, 15.10.2009 - 30.01.2010, 1502 - 003 II 003
Do, Einzel, 10:00 - 12:00, 07.01.2010 - 07.01.2010, 6301 - 221 I/221 - Großer Hörsaal
Kommentar
This lecture will provide an introduction to early American culture and literature, focusing on the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts. We will try to come to terms with the fact that only one version of the stories of discovery and colonization has survived, and cast a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution and independence.

Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 07 October 2009, 1 p.m. You will find them online: http://www.engsem.uni-hannover.de/downloads/index.php
Please also register on StudIP for this class.
Prerequisites for certificate: will be specified
For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung
AmerF2
Literatur
A reader with course material will be made available at the beginning of the class.

**Introduction to Literary Studies**

**Seminar, SWS: 2**

**Groß (M. A.), Florian**

Di, wöchentl., 12:00 - 14:00, 13.10.2009 - 30.01.2010, 1502 - 609 II 609

Fr, Einzel, 14:00 - 18:00, 11.12.2009 - 11.12.2009, 1502 - 615 II 615, Filmvorführung

**Kommentar**

This class provides an introduction to methods of interpretation and analysis, focusing on the field of US literary and cultural history. We will discuss a variety of genres and text sorts - ranging from prose to drama, poetry, and film.

Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 07 October 2009, 1 p.m. You will find them online: http://www.engsem.uni-hannover.de/downloads/index.php

Please also register on StudIP for this class.

Prerequisites for certificate: will be specified

For further information: florian.gross@engsem.uni-hannover.de

**Bemerkung**  
AmerBritF1

**Literatur**  
A reader with additional course material will be made available at the beginning of the semester.

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**Introduction to Literary Studies**

**Seminar, SWS: 2**

**Krämer, Lucia**

Mi, wöchentl., 10:00 - 12:00, 14.10.2009 - 30.01.2010, 1502 - 703 II 703

**Kommentar**

This course is designed as a general introduction to English Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. This includes the problematization of seemingly obvious concepts such as "the author", "literature", "meaning" and "culture". The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills of description, analysis and interpretation. For illustration, we will draw on representative textual examples from all genres (poetry, drama, narrative prose) and periods. The course will also address the basic rules of research and will introduce students to the conventions of scholarly writing.

Prerequisites for certificate: will be specified

For further information: lucia.kraemer@engsem.uni-hannover.de

**Bemerkung**  
AmerBritF1

**Literatur**  
Students should buy the following textbook:

**Introduction to Literary Studies**

Seminar, SWS: 2  
Gohrisch, Jana  
Mi, wöchentlich, 08:00 - 10:00, 14.10.2009 - 30.01.2010, 1502 - 615 II 615  

**Kommentar**  
This course is designed as a general introduction into English Literary Studies. It has two aims: firstly, to acquaint students with the different theoretical models and methodological approaches to literature and, secondly, to enable students to develop analytical skills based on examples from English poetry, prose and drama. In addition to the textbook by Vera and Ansgar Nünning, we shall read essays by critics from a variety of methodological schools, Shakespeare's "Sonnet 73" and the first act of *Othello*, as well as short stories by Thomas Hardy and Virginia Woolf. Students will learn to make sense of a difficult theoretical text, to use secondary material in the interpretation of literature, to design a contention of their own and to prepare a term paper.

Prerequisites for certificate: will be specified

For further information: jana.gohrisch@engsem.uni-hannover.de

**Literatur**  
*Textbook:*


Please buy Nünning's textbook. I shall provide a reader at the beginning of the semester which contains the theoretical essays, the secondary material, the sonnet and the short stories.

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**Introduction to Literary Studies**

Seminar, SWS: 2  
Funk, Wolfgang  
Do, wöchentlich, 10:00 - 12:00, 15.10.2009 - 30.01.2010, 1502 - 609 II 609  

**Kommentar**  
This course will acquaint students with the skills they need for their literary studies. These include the description, analysis and interpretation of literary texts from all genres (poetry, drama, prose) as well as an introduction to critical thinking and terminology. With Michael Meyer's textbook as a basis, the students will develop the essential tools for working with literary texts and get the chance to apply them to various examples from English literature (both past and present). The course will introduce and question important concepts such as "the author", "the reader", "textuality" or "literary communication" and help the students navigate through difficult secondary material. In addition, the students will be introduced to the basic rules of scholarly research and presentation.

Prerequisites for certificate: will be specified

For further information: wolfgang.funk@engsem.uni-hannover.de

**Literatur**  
*Students should purchase:*


Additional texts will be made available via Stud-IP or in a reader to be provided at the beginning of the semester.

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**Foundations of American Studies 2**
American Literature and Culture from the Beginnings to the 1850s
Vorlesung, SWS: 2
Mayer, Ruth
Mo, wöchentl., 10:00 - 12:00, 12.10.2009 - 30.01.2010, 1502 - 003 II 003
Mo, Einzel, 10:00 - 11:30, 04.01.2010 - 04.01.2010, 1208 - A001 Kesselhaus
Kommentar
This lecture will provide an introduction to early American culture and literature, focusing on the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts. We will try to come to terms with the fact that only one version of the stories of discovery and colonization has survived, and cast a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution and independence.

Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 07 October 2009, 1 p.m. You will find them online: http://www.engsem.uni-hannover.de/downloads/index.php

Please also register on StudIP for this class.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung
AmerF2

Literatur
A reader with course material will be made available at the beginning of the class.

This class will be concerned with the cultural and social situation in the United States in the late nineteenth century. We'll look at the literary and artistic theories of the day, the turn to realist aesthetics, and posit them in the cultural context of urbanization, social stratification, and tourism. It was in this period, after all, that artists and writers started to capitalize on the theme of the American region - the Old South, New England, the Appalachians, etc. At the same time, a widespread 'feminization' of literature and culture can be noted, with women writers entering the limelight of the American literary scene and the theme of the 'new woman' taking center stage in literature and the visual arts.

We will read Henry James' *Daisy Miller* (1878), Kate Chopin's *The Awakening* (1899), short stories of William Dean Howells, Sarah Orne Jewett, and Mary Wilkins Freeman, and Mark Twain's *The Innocents Abroad* (1869). In addition we will be concerned with the cultures of tourism and travel, the emerging genre of art photography and related discourses of the day. Please purchase *Daisy Miller* (Penguin, ISBN 0140624147) and *The Awakening* (Avon, ISBN 0380002450).

Please register for this class on StudIP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

A reader with additional course material will be made available at the beginning of the semester.
Spaced In-Between? American Middlebrow Literatures and Cultures

Seminar, SWS: 2

Künnemann (M. A.), Vanessa

Di, wöchentl., 14:00 - 16:00, 06.10.2009 - 30.01.2010, 1502 - 609 II 609

Fr, Einzel, 14:00 - 16:00, 20.11.2009 - 20.11.2009, 1502 - 615 II 615, Filmvorführung

Mi, Einzel, 12:00 - 16:00, 16.12.2009 - 16.12.2009, 1502 - 615 II 615, Filmvorführung

Do, Einzel, 16:00 - 18:00, 17.12.2009 - 17.12.2009, 1502 - 613 II 613, Filmvorführung

Do, Einzel, 18:00 - 20:00, 17.12.2009 - 17.12.2009, 1502 - 615 II 615, Filmvorführung

Kommentar

According to the Oxford English Dictionary, the term 'middlebrow' pertains to "a person [who is] only moderately intellectual [or] of average or limited cultural interests;" and a 'middlebrow' artistic work is one "of limited intellectual or cultural value; demanding or involving only a moderate degree of intellectual application, typically as a result of not deviating from convention." Middlebrow studies is concerned with literature of the 'middle' or the mainstream - ephemeral texts from the perspective of traditional literary history which, at their moment in time, made for solid best-sellers. Because of their very situatedness at what might be described as the WASP middle-class 'center' of culture, middlebrow texts have been marginalized in literary criticism until very recently. Are texts that are 'too popular', that sell 'too well' and that defy the categories of sophisticated 'highbrow' culture as well as those of an allegedly debased 'lowbrow' culture, then, "go-betweens," as Virginia Woolf claimed? Why is it still worthwhile reading and studying artefacts of the 'middle'? Why would it be wrong to assume that the middlebrow is a gendered endeavor, a genre solely by women for women? And in what respect is it problematic to work with the concept of 'center' and 'middle' in the first place?

In this class we will trace these questions as we approach the phenomenon of American middlebrow studies to see that these allegedly 'light' texts have performed important cultural work for a great number of American (middle-class) readers. Middlebrow texts to this day are steeped in 19th-century didacticism and function as guides to middle-class life, life-styles, and prosperity by eliciting strong affective responses from their readers. At the same time, though, middlebrow fiction increasingly makes use of innovative techniques and unconventional themes. Thus, it defies and subverts the categories of mainstream and margin, and high and popular culture.

The class will prepare for a conference on middlebrow studies to be held in spring 2010.

Please register for this class on Stud.IP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: v.kuennemann@engsem.uni-hannover.de

Literatur

We will read a variety of texts (mostly in the form of excerpts) which will be made available in a reader at the beginning of the semester, but you are asked to purchase the following two novels:

Grace Metalious, *Peyton Place* (Virago, ISBN: 1860499295) and
# Introduction to Literary Studies

**Seminar, SWS: 2**  
**Groß (M. A.), Florian**  
Di, wöchentl., 12:00 - 14:00, 13.10.2009 - 30.01.2010, 1502 - 609 II 609

**Kommentar**  
This class provides an introduction to methods of interpretation and analysis, focusing on the field of US literary and cultural history. We will discuss a variety of genres and text sorts - ranging from prose to drama, poetry, and film.

Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 07 October 2009, 1 p.m. You will find them online: [http://www.engsem.uni-hannover.de/downloads/index.php](http://www.engsem.uni-hannover.de/downloads/index.php)

Please also register on StudIP for this class.

Prerequisites for certificate: will be specified

For further information: florian.gross@engsem.uni-hannover.de

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**Bemerkung**  
AmerBritF1

**Literatur**  
A reader with additional course material will be made available at the beginning of the semester.

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# Introduction to Literary Studies

**Seminar, SWS: 2**  
**Krämer, Lucia**  
Mi, wöchentl., 10:00 - 12:00, 14.10.2009 - 30.01.2010, 1502 - 703 II 703

**Kommentar**  
This course is designed as a general introduction to English Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. This includes the problematization of seemingly obvious concepts such as "the author", "literature", "meaning" and "culture". The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills of description, analysis and interpretation. For illustration, we will draw on representative textual examples from all genres (poetry, drama, narrative prose) and periods. The course will also address the basic rules of research and will introduce students to the conventions of scholarly writing.

Prerequisites for certificate: will be specified

For further information: lucia.kraemer@engsem.uni-hannover.de

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**Bemerkung**  
AmerBritF1

**Literatur**  
Students should buy the following textbook:

Introduction to Literary Studies
Seminar, SWS: 2
Gohrisch, Jana
Mi, wöchentl., 08:00 - 10:00, 14.10.2009 - 30.01.2010, 1502 - 615 II 615

Kommentar
This course is designed as a general introduction into English Literary Studies. It has two aims: firstly, to acquaint students with the different theoretical models and methodological approaches to literature and, secondly, to enable students to develop analytical skills based on examples from English poetry, prose and drama. In addition to the textbook by Vera and Ansgar Nünning, we shall read essays by critics from a variety of methodological schools, Shakespeare's "Sonnet 73" and the first act of Othello, as well as short stories by Thomas Hardy and Virginia Woolf. Students will learn to make sense of a difficult theoretical text, to use secondary material in the interpretation of literature, to design a contention of their own and to prepare a term paper.

Prerequisites for certificate: will be specified

For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung
AmerBritF1

Literatur
Textbook:

Please buy Nünning's textbook. I shall provide a reader at the beginning of the semester which contains the theoretical essays, the secondary material, the sonnet and the short stories.

Introduction to Literary Studies
Seminar, SWS: 2
Funk, Wolfgang
Do, wöchentl., 10:00 - 12:00, 15.10.2009 - 30.01.2010, 1502 - 609 II 609

Kommentar
This course will acquaint students with the skills they need for their literary studies. These include the description, analysis and interpretation of literary texts from all genres (poetry, drama, prose) as well as an introduction to critical thinking and terminology. With Michael Meyer's textbook as a basis, the students will develop the essential tools for working with literary texts and get the chance to apply them to various examples from English literature (both past and present). The course will introduce and question important concepts such as "the author", "the reader", "textuality" or "literary communication" and help the students navigate through difficult secondary material. In addition, the students will be introduced to the basic rules of scholarly research and presentation.

Prerequisites for certificate: will be specified

For further information: wolfgang.funk@engsem.uni-hannover.de

Bemerkung
AmerBritF1

Literatur
Students should purchase:


Additional texts will be made available via Stud-IP or in a reader to be provided at the beginning of the semester.
Survey of British Literatures and Cultures I

Vorlesung, SWS: 2
Emig, Rainer
Fr, wöchentl., 12:00 - 14:00, 09.10.2009 - 30.01.2010, 1502 - 003 II 003

Kommentar: The aims of this set of two lectures (the second one will be offered in the summer term) are
1. to provide a broad introduction to the cultural history of Britain and Ireland as well as current debates and conflicts in British culture;
2. to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

In two survey lectures we will cover the beginnings of British cultures to roughly the 18th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.

The lectures will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

These lectures are designed for students from all degree schemes. BA students will have to pass a written examination in the final teaching week.

No need to register beforehand, but you must be present at the first meeting.

Prerequisites for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de

Bemerkung: BritF2, BritF3

Literatur: Recommended background material:

- Englische Literaturgeschichte by Hans Ulrich Seeber (3rd edition, 1999)

The History of London

Seminar, SWS: 2
Ilsemann, Hartmut
Fr, wöchentl., 10:00 - 12:00, 09.10.2009 - 30.01.2010, 1502 - 703 II 703

Kommentar: Starting with the geology and geomorphology of the London basin, we shall proceed along the historical timeline from Celts to Romans to medieval times and through the centuries to the problems of 20th-century London. Spatial growth caused by economic, political and cultural developments will be analyzed in its effects on given areas and their structural changes in the course of time.

Participants will be required to present a topic in class and, as a Prüfungsleistung, write a paper. Make sure you apply for the latter in time. A list with topics will be available from StudIP.

If you have any questions please contact hartmut.ilsemann@engsem.uni-hannover.de

Bemerkung: BritF4

Foundations British Studies 2
**Approaching Shakespeare**

Seminar, SWS: 2  
Bennett, Peter  
Fr, wöchentl., 12:00 - 14:00, 09.10.2009 - 30.01.2010, 1502 - 703 II 703

**Kommentar**

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

Prerequisites for certificate: will be specified

For further information: peter.bennett@engsem.uni-hannover.de

**Bemerkung**  
BritF4

**Literatur**  

**Shakespeare's Tragedies: Macbeth and Hamlet**

Seminar, SWS: 2  
Grünkemeier, Ellen  
Mi, wöchentl., 10:00 - 12:00, 07.10.2009 - 30.01.2010, 1502 - 613 II 613

**Kommentar**

Shakespeare’s plays have been performed, read and studied for centuries, and they have had a pervasive influence on the English language and many cultures. In this seminar we will engage in close readings of *Macbeth* and *Hamlet* to explore Shakespeare's tragic writing. Since enjoyment of Shakespeare requires an understanding of the background, we will also locate the plays in their cultural, political and historical contexts by taking into account the Elizabethan theatre, genre, performance, theatre companies, audience, language etc.

Prerequisites for certificate: will be specified

For further information: ellen.gruenkemeier@engsem.uni-hannover.de

**Bemerkung**  
BritF4

**Literatur**  
A reader with background material and theoretical texts will be provided. Participants are advised to read *Macbeth* before the beginning of the term.

**Please get hold of the following plays in well-annotated editions:**

Shakespeare, William. *Hamlet*. 
Survey of British Literatures and Cultures I
Vorlesung, SWS: 2
Emig, Rainer
Fr, wöchentl., 12:00 - 14:00, 09.10.2009 - 30.01.2010, 1502 - 003 II 003

Kommentar
The aims of this set of two lectures (the second one will be offered in the summer term) are

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

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

In two survey lectures we will cover the beginnings of British cultures to roughly the 18th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.

The lectures will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

These lectures are designed for students from all degree schemes. BA students will have to pass a written examination in the final teaching week.

No need to register beforehand, but you must be present at the first meeting.

Prerequisites for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de

Bemerkung
BritF2, BritF3

Literatur
Recommended background material:


*Englische Literaturgeschichte* by Hans Ulrich Seeber (3rd edition, 1999)


The History of London
Seminar, SWS: 2
Ilsemann, Hartmut
Fr, wöchentl., 10:00 - 12:00, 09.10.2009 - 30.01.2010, 1502 - 703 II 703

Kommentar
Starting with the geology and geomorphology of the London basin, we shall proceed along the historical timeline from Celts to Romans to medieval times and through the centuries to the problems of 20th-century London. Spatial growth caused by economic, political and cultural developments will be analyzed in its effects on given areas and their structural changes in the course of time.

Participants will be required to present a topic in class and, as a Prüfungsleistung, write a paper. Make sure you apply for the latter in time. A list with topics will be available from StudIP.

If you have any questions please contact hartmut.ilsemann@engsem.uni-hannover.de

Bemerkung
BritF4
The Shape of Things to Come – British Literary Utopias from More to Barnes
Seminar, SWS: 2
Funk, Wolfgang
Do, wöchentl., 14:00 - 16:00, 08.10.2009 - 30.01.2010, 1502 - 613 II 613
Kommentar
This course will focus on a literary genre, which seems to be particularly popular in times of crisis - the literary utopia. It will first acquaint the student with the necessary terminology and philosophical background for understanding this particular genre. Then it will trace the development of this genre from antiquity to a first flourish in the Renaissance (Thomas More's eponymous work) through examples from the 17th to the 20th century to the present day, where utopian/dystopian texts (some might say for obvious reasons) again enjoy huge popularity. In the course of the semester, the students will encounter many canonical and some marginal texts, ranging from Margaret Cavendish's *The Blazing World* (which could be described as a feminist version of the utopian idea) to seminal texts by H.G. Wells (*The Shape of Things to Come*, *The Time Machine*), George Orwell (1984) and Aldous Huxley (*Brave New World*). As an example for a contemporary utopia, we will read Julian Barnes's *England, England*, which - like every literary utopia worth its salt - not only casts a rather gloomy look into the future of Britain, but also uncovers and parodies many shortcomings in today's society.

Prerequisites for certificate: will be specified

Further information: wolfgang.funk@engsem.uni-hannover.de

Bemerkung
BritF4

Literatur
Students should purchase and read the following texts:

Thomas More, *Utopia* (1516, preferably in the Penguin Classics edition, 2003): **this text must be read by the second session**

H.G. Wells, *The Time Machine* (1895, again the Penguin Classics edition (2005) is preferred but any other will do as well)


A reader with excerpts from other primary texts as well as essential secondary material will be provided at the beginning of the course.

Integrated English Practice

**Topics: Canadian Pop Culture**
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Hunter, Kate
Fr, wöchentl., 10:00 - 12:00, 16.10.2009 - 30.01.2010, 1502 - 609 II 609

**Topics: Canadian Women Writers**
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Hunter, Kate
Fr, wöchentl., 08:00 - 10:00, 16.10.2009 - 30.01.2010, 1502 - 609 II 609

**Topics: From Abe to Obama "the Midwest and Culture"**
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Jones, Jacob
Do, wöchentl., 12:00 - 14:00, 15.10.2009 - 30.01.2010, 1502 - 615 II 615

**Topics: Investigation into Language Mechanics**
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Gans, Anne
Di, wöchentl., 14:00 - 16:00, 13.10.2009 - 30.01.2010, 1502 - 709 II 709

**Topics: Translation Project: University Booklets**
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Gans, Anne
Di, wöchentl., 12:00 - 14:00, 13.10.2009 - 30.01.2010, 1502 - 703 II 703

Contexts of English Use
English for Professional Use  
Sprachpraxis / Sprachpraktische Übung, SWS: 2  
Bennett, Peter  
Do, wöchentl., 12:00 - 14:00, 15.10.2009 - 30.01.2010, 1502 - 703 II 703  
Do, wöchentl., 14:00 - 16:00, 15.10.2009 - 30.01.2010, 1502 - 703 II 703

Varieties of English: Classroom English  
Sprachpraxis / Sprachpraktische Übung, SWS: 2  
Gans, Anne  
Mo, wöchentl., 14:00 - 16:00, 12.10.2009 - 30.01.2010, 1502 - 615 II 615

Varieties of English: Travel and Food Writing  
Sprachpraxis / Sprachpraktische Übung, SWS: 2  
Jones, Jacob  
Mo, wöchentl., 12:00 - 14:00, 12.10.2009 - 30.01.2010, 1502 - 703 II 703

Planung und Analyse von Englischunterricht
And now in English please! An Introduction to CLIL

Seminar, SWS: 2
Woltin, Alexander
Mo, wöchentl., 16:00 - 18:00, 12.10.2009 - 30.01.2010, 1502 - 615 II 615, Terminänderung

Kommentar

The internationalization of the world provides challenges as well as opportunities for our students and following generations of students. This affects what we teach and how we teach to prepare them for todays and tomorrows society; this is particulary so in teaching a foreign language. Clearly teaching approaches are needed that stress on multilingualism and multiculturalism to allow our students to become able to speak, understand and write functionally in English as a lingua franca in various areas within a more and more interconnected and interdependent world. Research has proven that content and language integrated learning (CLIL) is an effective teaching and learning vehicle as it puts emphasize on learning by construction and not by instruction. One cannot learn a language without content and vice versa. However, if subject specific contents are thought in English, ultimately a more meaningful and authentic learning environment is generated, which may enhance foreign language learning.

Within our seminar we are going to develop theoretical justifications and practical suggestions for CLIL. Thus, we are going to define CLIL, to analyse how it works in terms of language acquisition, to emphasize didactical as well as methodological tools and their application, and to discuss issues it raises. The subject Biology will serve as a model for our studies, which implies that a scientific background is desirable, but not necessary. After laying the theoretical foundations we will work on concrete teaching methods including the use of various materials (=mini practice). This is why a part of this seminar will be held in bloc form.

Please register for this class at the e-mail address given at the latest, a week prior to the beginning of this seminar.

Prerequisites for certificate: will be specified

For further information: AlexWoltin@gmx.de

Bemerkung

DidF2

Literatur

A reader as well as literature on the reserve shelf in the library will be made available prior to the beginning of this course.

Recommended literature:


Planung und Analyse von Englischunterricht

Seminart, SWS: 2
Vinals-Stein, Nicole
Di, wöchentl., 16:00 - 18:00, 06.10.2009 - 30.01.2010, 1502 - 609 II 609

Kommentar

Das Seminar ist obligatorisch für alle Lehramtsstudierenden.

Es werden Aufzeichnungen von Unterricht analysiert und Unterrichtssequenzen geplant.
Die Veranstaltung ist stufen- und schulartenübergreifend angelegt. Die Kursteilnehmer/innen erarbeiten Planungsentwürfe für ihre jeweilige Schular
t

Prerequisites for certificate: will be specified

Bemerkung

DidPA

Literatur


Working with Grammar and Vocabulary
Seminar, SWS: 2
Fellmann, Gabriela
Mi, wöchentl., 16:00 - 18:00, 21.10.2009 - 30.01.2010, 1502 - 615 II 615

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

Prerequisites for certificate: will be specified

For further information: FellmannG@aol.com

Bemerkung
DidF2

Literatur
Recommended Reading:


Advanced Methodology
Teaching Film: Crash and Babel

Seminar
Blell, Gabriele (verantwortlich)
Do, wöchentl., 10:00 - 12:00, 08.10.2009 - 30.01.2010, 1502 - 615 II 615

Kommentar
Students enjoy watching movies and TV for a variety of reasons. For one, they get exposure to authentic language in a non-threatening setting. Secondly, movies and video provide common ground to students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003. The course is designed to help you to teach two episodic films: *Crash* (2004) and *Babel* (2006). Some of the objectives of the course will be: critically analyze and understand the purpose for the use of basic film/video techniques and methods for teaching them to students, as well as intertextual connections between media (e.g. film & novel) understand and apply different critical approaches to studying film (e.g semiotic, postcolonial, cultural studies) and teach them in a task-based learning context develop ‘reading/viewing’ skills through a range of classroom activities that demonstrate how audience interaction works to create meaning in film.

A film-screening for the films discussed in the classroom will be organized.

Prerequisites for certificate: will be specified

For further information: gabriele.blell@engsem.uni-hannover.de

Bemerkung
DidA1, DidA2

Literatur

**Bibliography:**


**Themenhefte Teaching Film:**

*PRAXIS Fremdsprachenunterricht* 6/2004

*Der Fremdsprachliche Unterricht Englisch*, 2004

**Films:**

Gonzáles Iñárritu, Alejandro, *Babel*, USA/Mexiko 2006

Haggis, Paul, *Crash*, USA, 2004
To teach the boundary - Enseñar la frontera: Hispanic Americans in the USA
Seminar, SWS: 2
Blell, Gabriele
Do, wöchentl., 14:00 - 16:00, 08.10.2009 - 30.01.2010, 1502 - 615 II 615

Commentary
The USA shares a border with Mexico, and the high standard of living in the USA acts as a growing magnet to Mexican migrants. In 2000, for the first time in California, Spanish speakers outnumbered English speakers. Hispanics have added a distinct flavour to US culture and society. The aim of the seminar is to focus on this topic. Within the context of intercultural and multilingual language learning concepts we will review and analyze various Hispanic/Mexican-American short stories, novel extracts or poems and other artistic forms such as pictures (Balmy Alley murals in SF, US) or film sequences (Spanglish) and adopt them to various teaching scenarios. The texts will be discussed with reference to issues of immigration, transculturality, blendings (interlingual language) and hybridity.

Prerequisites for certificate: will be specified
For further information: gabriele.blell@engsem.uni-hannover.de

Notice
DidA1, DidA2

Literature
Bibliography:

Primary texts:
Cisneros, Sandra, The House on Mango Street, New York 1984
Cisneros, Sandra, Caramelo, New York 2002
Brooks, James, Spanglish, USA 2004

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

Recommended background reading:


Linguistic perspectives on multilingualism
Seminar, SWS: 2
Heine, Lena
Do, wöchentl., 14:00 - 16:00, 22.10.2009 - 30.01.2010, 1502 - 709 II 709 , !!! NEU !!!

Kommentar
This seminar deals with cognitive, social and functional aspects of multilingualism from a linguistic perspective. Students will be introduced to a range of language learning theories, typical research questions, as well as typical methodological approaches in the field. The central approach will be to connect language acquisition models to linguistic theories. This will provide students with a sound theoretical basis that enables them to make professional decisions in language teaching environments. Studies presented will cover a variety of fields, such as generative, cognitive and psycholinguistic approaches, but also sociolinguistics and ethno-linguistics, and will thus also deepen the students’ ability to deal with multiple theoretical perspectives and to critically evaluate different research methodologies.

The seminar will have a strong interactive character, and students will be asked to take an active role in its progression.

Bemerkung
LingA1, LingA2 / FAL 6

Literatur


### Metaphor, Metonymy and Blending

Seminar, SWS: 2  
Schulze, Rainer  
Di, wöchentl., 10:00 - 12:00, 06.10.2009 - 30.01.2010, 1502 - 703 II 703

**Kommentar**  
This seminar is an advanced introduction to the different ways in which figurative language, including metaphor and metonymy, permeate all areas of language, and other methods of communication, covering both theoretical and practical approaches to the analysis of texts.

Combining a variety of approaches (Conceptual Metaphor Theory, the ‘primary metaphor’ version, Blending Theory), the seminar will provide a thorough grounding in metaphor, metonymy and word meaning, theories on the processing and understanding of metaphorical or metonymical language, and metaphor or metonymy in other languages and translation.

Presentations in class will draw on a wide selection of authentic examples to explore metaphor and metonymy in relation to text, discourse and society. Metaphors and metonymies will be explored in a range of contexts such as politics, sport, and advertising, while ‘literary’ metaphor and metonymy will be demonstrated through fiction and poetry. If time permits, a final section of the seminar covering non-verbal metaphor and metonymy will look at metaphor and metonymy in art, cinema, and music, further demonstrating ‘figurative language’ theories in practice.

**Bemerkung**  
LingA1, LingA2 / FAL2

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

Background reading will be taken from the following sources:


### Perspectives on Standard English

Seminar, SWS: 2  
Schröder, Anne  
Do, wöchentl., 14:00 - 16:00, 15.10.2009 - 30.01.2010  
**Bemerkung**  
LingA1, LingA2 / FAL4

### Pidgins and Creoles

Seminar, SWS: 2  
Schröder, Anne  
Fr, wöchentl., 14:00 - 16:00, 16.10.2009 - 30.01.2010, 1502 - 703 II 703  
**Bemerkung**  
LingA1, LingA2 / FAL4
Consider the following English utterances that contain incomplete syntactic structures of some kind:

1. Ray goes by car but Ron doesn't [________].
2. [________] Two loaves of white bread, please.
3. [________] Want some coffee?

One of our central goals in this seminar will be to ask what it is that enables us to interpret these structures in spite of the lacking information and how this can be modelled in a formal way. Besides, we will take a closer look at what function they take in discourse.

The goals of the seminar are to give students a deeper insight into linguistic theory building and to broaden their skills in the analysis of language. Part of the curriculum will consist of an introduction to linguistic methodologies such as corpus linguistics, which the students will apply to answer concrete research questions. The seminar is going to be mainly interactive, and students will be asked to take an active role in its progression.

Bemerkung

Literatur


**Advanced British Studies**
### Aspects of Love: English Renaissance Poetry

**Seminar, SWS: 2**

Krämer, Lucia

Do, wöchentl., 10:00 - 12:00, 08.10.2009 - 30.01.2010, 1502 - 613 II 613

**Kommentar**

The English Renaissance produced some of the most magnificent love poetry in the English language. Combining formal and historical approaches of analysis and interpretation, we will explore some of the manifold representations of various forms of love in poems from the sixteenth and seventeenth centuries. Not only do they illustrate some of the major developments within English poetry of this period, they also fundamentally problematize essentialist concepts of sex, gender, desire, and love itself. Poets treated will range from Thomas Wyatt, Christopher Marlowe, Philip Sidney, Edmund Spenser, William Shakespeare and Katherine Philips to the ‘metaphysical poets’ John Donne and Andrew Marvell.

Prerequisites for certificate: will be specified

For further information: lucia.kraemer@engsem.uni-hannover.de

**Bemerkung**

BritA / AAS2

**Literatur**

A reader with all the texts for the seminar will be provided at the beginning of the course.
Colonial Nigeria in Historiography and Literature – Die Kolonialgeschichte Nigerias in Geschichtsschreibung und Literatur

Seminar, SWS: 2
Füllberg-Stolberg, Katja / Gohrisch, Jana
Di, wöchentl., 16:00 - 18:00, 06.10.2009 - 30.01.2010, 1502 - 703 II 703

Kommentar
Dieses Seminar findet in Kooperation mit Frau PD Dr. Katja Füllberg-Stolberg aus dem Historischen Seminar statt.

Trotz seiner englischsprachigen Ankündigung wird dieser Kurs in englischer und in deutscher Sprache abgehalten. Es sind ausdrücklich Studierende willkommen, die nicht Englisch studieren, sich aber für Nigeria und dessen Geschichte sowie Literatur interessieren.

This course offers a new interdisciplinary approach to both history and literature. Rather than treating literary texts as a mere reflection of history we shall investigate the complex relationships between text and context to chronicle the colonial exploration and exploitation of western Africa by the British in the 19th and 20th century.

We shall begin with historical material on the slave trade conducted both by Africans and Europeans followed by excerpts from Olaudah Equiano's famous slave narrative published in 1789. We will move on to investigate why and how the British colonized what is now Nigeria and how the Africans acted during this prolonged period of interference which fundamentally changed their social and political structures as well as their cultures.

Joyce Cary (1888-1957), who served as a district magistrate and administrative officer in Nigeria, published his novel Mister Johnson in 1939. It is set in northern Nigeria and features a young black man who adapts to colonial culture and tries to exploit it for personal gain. Cary's ironic but still colonial image of blacks is challenged by the famous Nigerian author Chinua Achebe (born in 1930), who looks critically at colonization in his classic novel Things Fall Apart, published in 1958. The novel is set amongst the Igbo of eastern Nigeria around 1900, the period of consolidated "indirect rule" by the British and not only "writes back" to Cary but appropriates the English language and the novel genre by infusing it with Igbo features such as sayings and proverbs.

Prerequisites for certificate: will be specified

For further information: jana.gohrisch@engsem.uni-hannover.de, c.stolberg@yahoo.de

Bemerkung
BritA / AAS5

Literatur
Joyce Cary. Mister Johnson . (Penguin edition with introduction)

The historiographic and literary studies essays will be provided in a reader at the beginning of the semester. Please buy and bring along your own copies of the novels in good editions and read one of them before the course starts.

Crime Fiction: Ideology and Popular Culture

Seminar, SWS: 2
Bennett, Peter
Fr, wöchentl., 10:00 - 12:00, 09.10.2009 - 30.01.2010, 1502 - 615 II 615

Kommentar
This seminar will cover the nature of the genre of crime fiction from the mid-19th century until the present day. Works will be considered not so much in literary isolation as in terms of their social relations. Rather than running after the red herring of a straight line of literary evolution, we shall be looking for clues to significant relationships between narrative form and cultural function. In doing so, we shall detect a variety social ideologies within crime fiction.

Bemerkung
BritA / AAS4

Literatur
Would-be participants are asked to download or buy two short stories by Edgar Allan Poe, "The Murders in the Rue Morgue" and "The Purloined Letter", and to have read them before the first meeting. Further texts will be assigned during the seminar.
**History, Culture and Literature from 1485 to 1688/89**

Seminar, SWS: 2  
Gohrisch, Jana  
Mi, wöchentl., 10:00 - 12:00, 07.10.2009 - 30.01.2010, 1502 - 615 II 615  

**Kommentar**  
In this course, we shall read historiographic and literary texts to explore the economic, social, political and cultural developments from the end of the Wars of the Roses in 1485 to the Glorious Revolution in 1688/89 covering one of the most decisive periods in British and world history. We shall deal with such issues as the Tudor and Stuart monarchy, reformation and Puritanism, the rise of the middle classes and the English revolution. In addition to watching and critically discussing parts of Simon Schama's BBC *History of Britain* series (released in 2002), we shall study the famous portraits of Elizabeth I, excerpts from Thomas More's *Utopia* (1516), some of Shakespeare's sonnets and his tragedy *Othello* (performed c. 1604). *Othello* will interest us for its treatment of love and jealousy and the construction of the Other in the early modern period. We shall continue our exploration of the major genres of the Renaissance and of 17th-century literature with John Donne and metaphysical poetry, followed by John Milton and excerpts from his pamphlets and *Paradise Lost* (1667/1674), the great Puritan epic of the lost revolution.  

Prerequisites for certificate: will be specified  

For further information: jana.gohrisch@engsem.uni-hannover.de  

**Bemerkung**  
BritA / AAS2  

**Literatur**  
*The Norton Anthology of English Literature*  
William Shakespeare. *Othello*  

Please bring your own copy of the *Othello* (Arden edition) and read the play before the course starts. The historiographic texts, the non-fiction, the poetry, the excerpts from Milton and the visual material will be provided in a reader at the beginning of the semester.

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**Listening to the Voices: Literary and Historical Approaches to South African Life Writing**

Seminar, SWS: 2  
Grünkemeier, Ellen / Rüther, Kirsten  
Di, wöchentl., 10:00 - 12:00, 06.10.2009 - 30.01.2010, 1502 - 615 II 615  

Di, Einzel, 08:00 - 10:00, 15.12.2009 - 15.12.2009, 1502 - 615 II 615  

**Kommentar**  
Dieses Seminar findet in Kooperation mit Frau PD Dr. Kirsten Rüther aus dem Historischen Seminar statt.  

In this interdisciplinary seminar we will draw on the expertise of students and teachers from the History and the English Departments. Reading historical, literary and theoretical texts we will approach the genre 'life writing' from different perspectives. ‘Life writing’ is an umbrella term that refers to a variety of texts about the ‘self’ or ‘individual’. Allowing for a diversification of voices, the genre can include hitherto marginalised perspectives. Questions such as the following will serve as a guideline for our seminar: What is ‘life writing’? How does it compare to ‘(auto)biography’? What issues are negotiated in life narratives? Who is (not) represented? Who is (not) given a voice? What significance does the genre have in the South African context? Analysing *Zulu Woman* in particular, the life narrative of Christina Sibiya, the first of sixty-five wives of the uncrowned king of the Zulus, Solomon kaDinuzulu, we will locate the text both in its historical context and in the genre ‘life writing’. We will also address the analytical and methodological issues relevant to this transdisciplinary study of lives and voices.  

Prerequisites for certificate: will be specified  

For further information: ellen.gruenkemeier@engsem.uni-hannover.de, kirsten.ruether@hist.uni-hannover.de  

**Bemerkung**  
BritA / AAS2, AAS3, AAS5  

**Literatur**  
Students who wish to attend this course shall try to get hold of the following novel:  

Rebecca Hourwich Reyher, *Zulu Woman: The Life Story of Christina Sibiya*
**Literaturtourismus zwischen England und Deutschland**

_Seminar, SWS: 2_  
Emig, Rainer / Kosenina, Alexander  
Mi, wöchentl., 18:00 - 20:00, 07.10.2009 - 30.01.2010, 1502 - 703 II 703  

**Kommentar**  

Prerequisites for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de, alexander.kosenina@germanistik.uni-hannover.de

**Bemerkung**  
BritA / AAS2, AAS3, AAS4

**Literatur**  

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**Modern Theories of Literature and Culture**

_Seminar, SWS: 2_  
Emig, Rainer  
Do, wöchentl., 10:00 - 12:00, 08.10.2009 - 30.01.2010, 1502 - 703 II 703  

**Kommentar**  
This series of lectures introduces students to the plurality of theories of literature and culture in the twentieth century. It will cover Semiotics, Formalism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Structuralism, Deconstruction and Poststructuralism, Feminism, Gender Studies and Queer Theory, New Historicism and Cultural Materialism, Postcolonial Theory, and theories of Intertextuality and Intermediality. The lectures will follow a regular format and will always introduce key theories, their concepts and terminologies, explore key texts of these theories, and demonstrate their application on a selection of literary texts or cultural artefacts. Students will thus gain an insight into the diverse approaches in current scholarship and increased confidence in using theory themselves.

Prerequisites for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de

**Bemerkung**  
BritA / AAS1

**Literatur**  
_Recommended Background Reading:_  
Theatre Life at the Time of Shakespeare
Seminar, SWS: 2
Ilsemann, Hartmut
Mo, wöchentl., 10:00 - 12:00, 05.10.2009 - 30.01.2010, 1502 - 703 II 703

Kommentar
The overwhelming amount of information that is available about this period can make it hard to comprehend what was going on. To try to cope with this wealth of information, a wall-chart of some six metres length will be created which, apart from a timeline, will map information about plays, authors, dates of publications as well as literary and cultural references from secondary literature so as to end up with a substantial survey.

Participants will be required to analyze the texts and periods allocated to them, and to organize the results in an appealing and pleasant form as part of the collective timeline.

If you have further questions please don't hesitate to contact:
hartmut.ilsemann@engsem.uni-hannover.de

Bemerkung
BritA / AAS2

Magister / Staatsexamensstudiengänge

Sprachpraxis
Academic Writing and Research
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Jones, Jacob
Mo, wöchentl., 14:00 - 16:00, 12.10.2009 - 30.01.2010, 1502 - 609 II 609
Mo, wöchentl., 16:00 - 18:00, 12.10.2009 - 30.01.2010, 1502 - 609 II 609
Di, wöchentl., 08:00 - 10:00, 13.10.2009 - 30.01.2010, 1502 - 609 II 609
Di, wöchentl., 10:00 - 12:00, 13.10.2009 - 30.01.2010, 1502 - 613 II 613
Di, wöchentl., 14:00 - 16:00, 13.10.2009 - 30.01.2010, 1502 - 615 II 615

Communication Skills
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Gans, Anne
Mo, wöchentl., 10:00 - 12:00, 12.10.2009 - 30.01.2010, 1502 - 615 II 615
Mo, wöchentl., 12:00 - 14:00, 12.10.2009 - 30.01.2010, 1502 - 615 II 615

Communication Skills
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Bennett, Peter
Di, wöchentl., 14:00 - 16:00, 13.10.2009 - 30.01.2010, 1502 - 703 II 703

Communication Skills
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Jones, Jacob
Do, wöchentl., 14:00 - 16:00, 15.10.2009 - 30.01.2010, 1502 - 609 II 609
Do, wöchentl., 16:00 - 18:00, 15.10.2009 - 30.01.2010, 1502 - 615 II 615

English for Professional Use
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Bennett, Peter
Do, wöchentl., 12:00 - 14:00, 15.10.2009 - 30.01.2010, 1502 - 703 II 703
Do, wöchentl., 14:00 - 16:00, 15.10.2009 - 30.01.2010, 1502 - 703 II 703

Expository Writing
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Gans, Anne
Di, wöchentl., 10:00 - 12:00, 13.10.2009 - 30.01.2010, 1502 - 709 II 709
Di, Einzel, 10:00 - 12:00, 19.01.2010 - 19.01.2010, 1502 - 013 II 013 , Klausur

Textual Analysis and Production
Sprachpraxis / Sprachpraktische Übung, SWS: 2
Ilsemann, Hartmut
Mo, wöchentl., 14:00 - 16:00, 12.10.2009 - 30.01.2010, 1502 - 613 II 613
### Topics: Canadian Pop Culture
**Sprachpraxis / Sprachpraktische Übung, SWS: 2**
**Hunter, Kate**
**Fr, wöchentl., 10:00 - 12:00, 16.10.2009 - 30.01.2010, 1502 - 609 II 609**

### Topics: Canadian Women Writers
**Sprachpraxis / Sprachpraktische Übung, SWS: 2**
**Hunter, Kate**
**Fr, wöchentl., 08:00 - 10:00, 16.10.2009 - 30.01.2010, 1502 - 609 II 609**

### Topics: From Abe to Obama "the Midwest and Culture"
**Sprachpraxis / Sprachpraktische Übung, SWS: 2**
**Jones, Jacob**
**Do, wöchentl., 12:00 - 14:00, 15.10.2009 - 30.01.2010, 1502 - 615 II 615**

### Topics: Investigation into Language Mechanics
**Sprachpraxis / Sprachpraktische Übung, SWS: 2**
**Gans, Anne**
**Di, wöchentl., 14:00 - 16:00, 13.10.2009 - 30.01.2010, 1502 - 709 II 709**

### Topics: Translation Project: University Booklets
**Sprachpraxis / Sprachpraktische Übung, SWS: 2**
**Gans, Anne**
**Di, wöchentl., 12:00 - 14:00, 13.10.2009 - 30.01.2010, 1502 - 703 II 703**

### Varieties of English: Classroom English
**Sprachpraxis / Sprachpraktische Übung, SWS: 2**
**Gans, Anne**
**Mo, wöchentl., 14:00 - 16:00, 12.10.2009 - 30.01.2010, 1502 - 615 II 615**

### Varieties of English: Travel and Food Writing
**Sprachpraxis / Sprachpraktische Übung, SWS: 2**
**Jones, Jacob**
**Mo, wöchentl., 12:00 - 14:00, 12.10.2009 - 30.01.2010, 1502 - 703 II 703**

### Grundstudium / Basic Studies
**American Literature and Culture from the Beginnings to the 1850s**
**Vorlesung, SWS: 2**
**Mayer, Ruth**
**Mo, wöchentl., 10:00 - 12:00, 12.10.2009 - 30.01.2010, 1502 - 003 II 003**
**Mo, Einzel, 10:00 - 11:30, 04.01.2010 - 04.01.2010, 1208 - A001 Kesselhaus**
**Do, Einzel, 10:00 - 12:00, 04.02.2010 - 04.02.2010, 1502 - 003 II 003 , Klausur**

#### Kommentar
This lecture will provide an introduction to early American culture and literature, focusing on the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts. We will try to come to terms with the fact that only one version of the stories of discovery and colonization has survived, and cast a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution and independence.

Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 07 October 2009, 1 p.m. You will find them online: http://www.engsem.uni-hannover.de/downloads/index.php

Please also register on StudIP for this class.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

#### Literatur
A reader with course material will be made available at the beginning of the class.

American Literature and Culture from the Beginnings to the 1850s
Vorlesung, SWS: 2
Twelbeck, Kirsten
Do, wöchentl., 10:00 - 12:00, 15.10.2009 - 30.01.2010, 1502 - 003 II 003
Do, Einzel, 10:00 - 12:00, 07.01.2010 - 31.01.2010, 6301 - 221 I/221 - Großer Hörsaal

Kommentar
This lecture will provide an introduction to early American culture and literature, focusing on the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts. We will try to come to terms with the fact that only one version of the stories of discovery and colonization has survived, and cast a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution and independence.

Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 07 October 2009, 1 p.m. You will find them online: http://www.engsem.uni-hannover.de/downloads/index.php

Please also register on StudIP for this class.
Prerequisites for certificate: will be specified
For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung
AmerF2

Literatur
A reader with course material will be made available at the beginning of the class.

American Realism and Regionalism
Seminar, SWS: 2
Mayer, Ruth
Mi, wöchentl., 10:00 - 12:00, 07.10.2009 - 30.01.2010, 1502 - 609 II 609

Kommentar
This class will be concerned with the cultural and social situation in the United States in the late nineteenth century. We'll look at the literary and artistic theories of the day, the turn to realist aesthetics, and posit them in the cultural context of urbanization, social stratification, and tourism. It was in this period, after all, that artists and writers started to capitalize on the theme of the American region - the Old South, New England, the Appalachians, etc. At the same time, a widespread ‘feminization’ of literature and culture can be noted, with women writers entering the limelight of the American literary scene and the theme of the 'new woman' taking center stage in literature and the visual arts.

We will read Henry James' Daisy Miller (1878), Kate Chopin's The Awakening (1899), short stories of William Dean Howells, Sarah Orne Jewett, and Mary Wilkins Freeman, and Mark Twain's The Innocents Abroad (1869). In addition we will be concerned with the cultures of tourism and travel, the emerging genre of art photography and related discourses of the day. Please purchase Daisy Miller (Penguin, ISBN 0140624147) and The Awakening (Avon, ISBN 0380002450).

Please register for this class on StudIP by September 30, 2009, and check there for updates and additional information as the semester approaches.
Prerequisites for certificate: will be specified
For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung
AmerF4

Literatur
A reader with additional course material will be made available at the beginning of the semester.
And now in English please! An Introduction to CLIL

Seminar, SWS: 2
Woltin, Alexander
Mo, wöchentl., 16:00 - 18:00, 12.10.2009 - 30.01.2010, 1502 - 615 II 615 , Terminänderung

The internationalization of the world provides challenges as well as opportunities for our students and following generations of students. This affects what we teach and how we teach to prepare them for today's and tomorrow's society; this is particularly so in teaching a foreign language. Clearly teaching approaches are needed that stress on multilingualism and multiculturalism to allow our students to become able to speak, understand and write functionally in English as a *lingua franca* in various areas within a more and more interconnected and interdependent world. Research has proven that content and language integrated learning (CLIL) is an effective teaching and learning vehicle as it puts emphasize on learning by construction and not by instruction. One cannot learn a language without content and vice versa. However, if subject specific contents are thought in English, ultimately a more meaningful and authentic learning environment is generated, which may enhance foreign language learning.

Within our seminar we are going to develop theoretical justifications and practical suggestions for CLIL. Thus, we are going to define CLIL, to analyse how it works in terms of language acquisition, to emphasize didactical as well as methodological tools and their application, and to discuss issues it raises. The subject Biology will serve as a model for our studies, which implies that a scientific background is desirable, but not necessary. After laying the theoretical foundations we will work on concrete teaching methods including the use of various materials (=mini practice). This is why a part of this seminar will be held in bloc form.

Please register for this class at the e-mail address given at the latest, a week prior to the beginning of this seminar.
Prerequisites for certificate: will be specified

For further information: AlexWoltin@gmx.de

Bemerkung

DidF2

Literatur

A reader as well as literature on the reserve shelf in the library will be made available prior to the beginning of this course.

**Recommended literature:**


Introduction to English Language Teaching

Seminar, SWS: 2
Blell, Gabriele (verantwortlich)
Di, Einzel, 12:00 - 14:00, 06.10.2009 - 06.10.2009, 1502 - 615 II 615
Di, wöchentl., 12:00 - 14:00, 13.10.2009 - 30.01.2010, 1502 - 003 II 003
Kommentar
This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester (PVO 1998). The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: Promoting intercultural communicative competence (ICC) (Foreign) language learning as individual and collaborative achievement Developing learner- and learning centred teaching Supporting task-based learning.

Main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Prerequisites for certificate: will be specified
For further information: gabriele.blell@engsem.uni-hannover.de

Bemerkung
Literatur

Bibliography:
Müller-Hartmann, A. & Schocker-v. Ditfurth, M: Introduction to English Language Teaching . Klett 2004 (obligatory)

Introduction to Linguistics I

Seminar, SWS: 2
Höche, Silke
Do, wöchentl., 16:00 - 18:00, 15.10.2009 - 30.01.2010, 1502 - 003 II 003
Kommentar
This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics: phonetics and phonology, morphology, syntax, semantics and pragmatics. Areas such as sociolinguistics, varieties of English, first and second language acquisition, comparative linguistics English/German, historical linguistics, corpus linguistics, language universals and language typology will be tackled in the summer semester 2010.

Prerequisites for certificate: will be specified
For further information please contact me at: silke.hoeche@engsem.uni-hannover.de

Bemerkung
Literatur

A reader with selected texts will be made available at the beginning of the semester.
**Introduction to Linguistics I**

Seminar, SWS: 2  
Schulze, Rainer  
Mo, wöchentl., 14:00 - 16:00, 12.10.2009 - 30.01.2010, 1502 - 003 II 003  

Kommentar: This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, morphology and word-formation, syntax, semantics and lexicology and, if time permits, pragmatics and discourse analysis. Areas such as sociolinguistics, varieties of English, first and second language acquisition, comparative linguistics English/German, historical linguistics, corpus linguistics, language universals and language typology will be tackled in the summer semester 2010.

Bemerkung: LingF1

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**Introduction to Linguistics II**

Seminar, SWS: 2  
Shahrokny-Prehn, Arian  
Mo, wöchentl., 08:00 - 10:00, 12.10.2009 - 30.01.2010, 1502 - 003 II 003  

Kommentar: This course is a sequel to Introduction to Linguistics I and will cover areas such as sociolinguistics, varieties of English, first and second language acquisition, historical linguistics, speech acts and conversation.

Prerequisites for certificate: will be specified

For further information please contact me at: arian.shahrokny@engsem.uni-hannover.de

Bemerkung: LingF2

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

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**Introduction to Literary Studies**

Seminar, SWS: 2  
Groß (M. A.), Florian  
Di, wöchentl., 12:00 - 14:00, 13.10.2009 - 30.01.2010, 1502 - 609 II 609  
Fr, Einzel, 14:00 - 18:00, 11.12.2009 - 11.12.2009, 1502 - 615 II 615, Filmvorführung  

Kommentar: This class provides an introduction to methods of interpretation and analysis, focusing on the field of US literary and cultural history. We will discuss a variety of genres and text sorts - ranging from prose to drama, poetry, and film.

Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 07 October 2009, 1 p.m. You will find them online: http://www.engsem.uni-hannover.de/downloads/index.php

Please also register on StudIP for this class.

Prerequisites for certificate: will be specified

For further information: florian.gross@engsem.uni-hannover.de

Bemerkung: AmerBritF1

Literatur: A reader with additional course material will be made available at the beginning of the semester.
My story, my music, my world: Multimediale und sprachenübergreifende Aufgabenentwicklung

Seminar, SWS: 2
Blell, Gabriele / Ruhm (Staatsexamen), Hannah / Dannecker, Wiebke
Di, wöchentl., 16:00 - 18:00, 06.10.2009 - 30.01.2010, 1502 - 615 II 615

Kommentar

Im Anschluss an die Behandlung ausgewählter theoretischer Aspekte (u. a. Aufgabenorientierung/Task-based language learning, Mehrsprachigkeitsdidaktik, Interkulturelles Lernen) sollen die Texte dazu genutzt werden Aufgabenstellungen und Lernmaterialien für einen fächer- und sprachenübergreifenden Unterricht herzustellen. Die Studierenden erhalten im Rahmen des Seminars die Möglichkeit, die entwickelten Materialien im Schulkontext und in der Zusammenarbeit mit Lehrerinnen und Lehrern auszuprobieren.

Dieses interdisziplinäre Didaktik-Proseminar ist offen für Studierende der Anglistik und der Germanistik/DaF/DaZ.

Prerequisites for certificate: will be specified
Anmeldung per E-Mail bis zum 15.09.09
For further information: gabriele.blell@engsem.uni-hannover.de, hannah.ruhm@engsem.uni-hannover.de, wiebke.dannecker@germanistik.uni-hannover.de

Bemerkung
DidF2
Teilnehmerzahl 20 je Fach, Anmeldung über Stud.IP

Literatur


Shakespeare's Tragedies: Macbeth and Hamlet
Seminar, SWS: 2
Grünkemeier, Ellen
Mi, wöchentl., 10:00 - 12:00, 07.10.2009 - 30.01.2010, 1502 - 613 II 613

Kommentar
Shakespeare's plays have been performed, read and studied for centuries, and they have had a pervasive influence on the English language and many cultures. In this seminar we will engage in close readings of Macbeth and Hamlet to explore Shakespeare's tragic writing. Since enjoyment of Shakespeare requires an understanding of the background, we will also locate the plays in their cultural, political and historical contexts by taking into account the Elizabethan theatre, genre, performance, theatre companies, audience, language etc.

Prerequisites for certificate: will be specified
For further information: ellen.gruenkemeier@engsem.uni-hannover.de

Bemerkung
BritF4

Literatur
A reader with background material and theoretical texts will be provided. Participants are advised to read Macbeth before the beginning of the term.

Please get hold of the following plays in well-annotated editions:

Survey of British Literatures and Cultures I
Vorlesung, SWS: 2
Emig, Rainer
Fr, wöchentl., 12:00 - 14:00, 09.10.2009 - 30.01.2010, 1502 - 003 II 003

Kommentar
The aims of this set of two lectures (the second one will be offered in the summer term) are
1. to provide a broad introduction to the cultural history of Britain and Ireland as well as current debates and conflicts in British culture;
2. to give insight into the development of the literatures of the British Isles in conjunction with their cultural history.

In two survey lectures we will cover the beginnings of British cultures to roughly the 18th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.

The lectures will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

These lectures are designed for students from all degree schemes. BA students will have to pass a written examination in the final teaching week.

No need to register beforehand, but you must be present at the first meeting.
Prerequisites for certificate: will be specified
For further information:rainer.emig@engsem.uni-hannover.de

Bemerkung
BritF2, BritF3

Literatur
Recommended background material:
Englische Literaturgeschichte by Hans Ulrich Seeber (3rd edition, 1999)
Englische Literaturgeschichte: eine neue Darstellung aus der Sicht der Geschlechterforschung by Ina Schabert (1997).
Working with Grammar and Vocabulary
Seminar, SWS: 2
Fellmann, Gabriela
Mi, wöchentl., 16:00 - 18:00, 21.10.2009 - 30.01.2010, 1502 - 615 II 615

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

Prerequisites for certificate: will be specified
For further information: FellmannG@aol.com

Bemerkung
DidF2

Literatur
Recommended Reading:

Grund- und Hauptstudium (ab 3. Semester) / Mid-Level Studies
This seminar will approach Shakespeare's plays not as finished reading texts but as provisional performance scripts, rather like musical scores. We shall discover the practicalities of bringing the scripts to life and the choices and dilemmas that have to be resolved. We shall also see that these processes inevitably raise theoretical questions and debatable issues. The aim of the seminar will be to equip students with the ability and confidence to approach Shakespeare's plays independently, and to offer insight not only into the practical challenges but also into the theoretical, ethical, historical, political and cultural questions that confront anyone who engages with Shakespeare's works. Participants should be prepared for some physical and vocal as well as book work. Since we shall be referring to many plays, everyone is strongly urged to get hold of a copy of the Complete Works of Shakespeare in English. If you do not already own one, there are several inexpensive editions to choose from (all available from amazon.de).

Prerequisites for certificate: will be specified

For further information: peter.bennett@engsem.uni-hannover.de

Colonial Nigeria in Historiography and Literature – Die Kolonialgeschichte Nigerias in Geschichtsschreibung und Literatur

Seminar, SWS: 2
Füllberg-Stolberg, Katja / Gohrisch, Jana
Di, wöchentl., 16:00 - 18:00, 06.10.2009 - 30.01.2010, 1502 - 703 II 703
Kommentar
Dieses Seminar findet in Kooperation mit Frau PD Dr. Katja Füllberg-Stolberg aus dem Historischen Seminar statt.

Trotz seiner englischsprachigen Ankündigung wird dieser Kurs in englischer und in deutscher Sprache abgehalten. Es sind ausdrücklich Studierende willkommen, die nicht Englisch studieren, sich aber für Nigeria und dessen Geschichte sowie Literatur interessieren.

This course offers a new interdisciplinary approach to both history and literature. Rather than treating literary texts as a mere reflection of history we shall investigate the complex relationships between text and context to chronicle the colonial exploration and exploitation of western Africa by the British in the 19th and 20th century.

We shall begin with historical material on the slave trade conducted both by Africans and Europeans followed by excerpts from Olaudah Equiano's famous slave narrative published in 1789. We will move on to investigate why and how the British colonized what is now Nigeria and how the Africans acted during this prolonged period of interference which fundamentally changed their social and political structures as well as their cultures.

Joyce Cary (1888-1957), who served as a district magistrate and administrative officer in Nigeria, published his novel Mister Johnson in 1939. It is set in northern Nigeria and features a young black man who adapts to colonial culture and tries to exploit it for personal gain. Cary's ironic but still colonial image of blacks is challenged by the famous Nigerian author Chinua Achebe (born in 1930), who looks critically at colonization in his classic novel Things Fall Apart, published in 1958. The novel is set amongst the Igbos of eastern Nigeria around 1900, the period of consolidated "indirect rule" by the British and not only "writes back" to Cary but appropriates the English language and the novel genre by infusing it with Igbo features such as sayings and proverbs.

Prerequisites for certificate: will be specified

For further information: jana.gohrisch@engsem.uni-hannover.de, c.stolberg@yahoo.de

British / AAS5

Bemerkung
Joyce Cary. Mister Johnson . (Penguin edition with introduction)

The historiographic and literary studies essays will be provided in a reader at the beginning of the semester. Please buy and bring along your own copies of the novels in good editions and read one of them before the course starts.

English Word-formation
Seminar, SWS: 2
Schröder, Anne
Fr, wöchentl., 10:00 - 12:00, 09.10.2009 - 30.01.2010, 1502 - 709 II 709
Bemerkung
LingF4
### Linguistic perspectives on multilingualism

**Seminar, SWS: 2**  
Heine, Lena  
Do, wöchentl., 14:00 - 16:00, 22.10.2009 - 30.01.2010, 1502 - 709 II 709 , !!! NEU !!!

**Kommentar**  
This seminar deals with cognitive, social and functional aspects of multilingualism from a linguistic perspective. Students will be introduced to a range of language learning theories, typical research questions, as well as typical methodological approaches in the field. The central approach will be to connect language acquisition models to linguistic theories. This will provide students with a sound theoretical basis that enables them to make professional decisions in language teaching environments. Studies presented will cover a variety of fields, such as generative, cognitive and psycholinguistic approaches, but also sociolinguistics and ethno-linguistics, and will thus also deepen the students’ ability to deal with multiple theoretical perspectives and to critically evaluate different research methodologies.

The seminar will have a strong interactive character, and students will be asked to take an active role in its progression.

**Bemerkung**  
LingA1, LingA2 / FAL 6

**Literatur**


### Modern Theories of Literature and Culture

**Seminar, SWS: 2**  
Emig, Rainer  
Do, wöchentl., 10:00 - 12:00, 08.10.2009 - 30.01.2010, 1502 - 703 II 703

**Kommentar**  
This series of lectures introduces students to the plurality of theories of literature and culture in the twentieth century. It will cover Semiotics, Formalism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Structuralism, Deconstruction and Poststructuralism, Feminism, Gender Studies and Queer Theory, New Historicism and Cultural Materialism, Postcolonial Theory, and theories of Intertextuality and Intermediality. The lectures will follow a regular format and will always introduce key theories, their concepts and terminologies, explore key texts of these theories, and demonstrate their application on a selection of literary texts or cultural artefacts. Students will thus gain an insight into the diverse approaches in current scholarship and increased confidence in using theory themselves.

Prerequisites for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de

**Bemerkung**  
BritA / AAS1

**Literatur**

**Recommended Background Reading:**

### Psycholinguistics

**Seminar, SWS: 2**  
Höche, Silke  
Fr, wöchentl., 08:00 - 10:00, 09.10.2009 - 30.01.2010, 1502 - 703 II 703  

**Kommentar**  
Psycholinguistics stands at the interface of linguistics, psychology and neurology. The basic objective of psycholinguistics is to understand how the human mind/brain supports the learning, comprehension, and production of language. The seminar discusses a number of these aspects of the connection between our abilities in language and other mental abilities. Subjects treated in the course of the seminar include the structures and "mechanisms" of the mental lexicon, language processing (i.e. comprehension and production of language), cognition and its relationship to language (e.g. to what extent does language influence the way we think and vice versa), the acquisition and loss of language, and aphasia (the effects of damages to the brain on language, and what this tells us about the structure of our mental capacity for language). In the treatment of these aspects we will also consider the experimental and analytic techniques that have been used to investigate psycholinguistic issues.

Prerequisites for certificate: will be specified  

For further information please contact me at: silke.hoeche@engsem.uni-hannover.de  

**Bemerkung**  
LingF4  

**Literatur**  
A reader with selected texts will be made available at the beginning of the semester.

### Sociolinguistics

**Seminar, SWS: 2**  
Schröder, Anne  
Do, wöchentl., 10:00 - 12:00, 08.10.2009 - 30.01.2010  

**Bemerkung**  
LingF4
Spoken Variation
Seminar, SWS: 2
Shahrkny-Prehn, Arian
Do, wöchentl., 08:00 - 10:00, 08.10.2009 - 30.01.2010, 1502 - 703 II 703
Kommentar
"I don't drink coffee I take tea my dear
I like my toast done on one side
And you can hear it in my accent when I talk
I'm an Englishman in New York"

The way we speak - much more so than the way we write - is very important for us and for others because it can immediately identify us as belonging to a particular group of people. Yet, how do we actually distinguish between different ways of speaking? The terms "dialect" and "accent" come readily to mind, but how are they defined and how do they relate to each other and to "language"?

In the course of this seminar, we will look - or more appropriate, listen in detail at/ to different varieties of English and try to analyse them from a phonological as well as a phonetic perspective. As a basis for our analyses and discussions, we will first repeat the basics of phonetics and phonology and then continue with their application. Phonetic transcription will play an important role here. Our sources will be authentic (radio recordings / interviews) as well as artificial (songs / film).

Students should not feel put off by the fact that we will be dealing with a subject - phonetics and phonology - that is generally considered very difficult. Instead, they should perceive this as a chance to learn more about an enormously important field of linguistics and experience first hand how it can be put to use and how it can be of use to them.

Prerequisites for certificate: will be specified
Kindly register for this course via email and by logging on to the appropriate studIP platform.
For further information and registration please contact me at:
arian.shahrkny@engsem.uni-hannover.de

Bemerkung
LingF4
Literatur
A reader with selected texts as well as additional secondary literature will be made available at the beginning of the semester.

The History of London
Seminar, SWS: 2
Ilsemann, Hartmut
Fr, wöchentl., 10:00 - 12:00, 09.10.2009 - 30.01.2010, 1502 - 703 II 703
Kommentar
Starting with the geology and geomorphology of the London basin, we shall proceed along the historical timeline from Celts to Romans to medieval times and through the centuries to the problems of 20th-century London. Spatial growth caused by economic, political and cultural developments will be analyzed in its effects on given areas and their structural changes in the course of time.

Participants will be required to present a topic in class and, as a Prüfungsleistung, write a paper. Make sure you apply for the latter in time. A list with topics will be available from StudIP.

If you have any questions please contact hartmut.ilsemann@engsem.uni-hannover.de

Bemerkung
BritF4
The Shape of Things to Come – British Literary Utopias from More to Barnes
Seminar, SWS: 2
Funk, Wolfgang
Do, wöchentl., 14:00 - 16:00, 08.10.2009 - 30.01.2010, 1502 - 613 II 613
Kommentar
This course will focus on a literary genre, which seems to be particularly popular in times of crisis - the literary utopia. It will first acquaint the student with the necessary terminology and philosophical background for understanding this particular genre. Then it will trace the development of this genre from antiquity to a first flourish in the Renaissance (Thomas More's eponymous work) through examples from the 17th to the 20th century to the present day, where utopian/dystopian texts (some might say for obvious reasons) again enjoy huge popularity. In the course of the semester, the students will encounter many canonical and some marginal texts, ranging from Margaret Cavendish's *The Blazing World* (which could be described as a feminist version of the utopian idea) to seminal texts by H.G. Wells (*The Shape of Things to Come*, *The Time Machine*), George Orwell (1984) and Aldous Huxley (*Brave New World*). As an example for a contemporary utopia, we will read Julian Barnes's *England, England*, which - like every literary utopia worth its salt - not only casts a rather gloomy look into the future of Britain, but also uncovers and parodies many shortcomings in today's society.

Prerequisites for certificate: will be specified

Further information: wolfgang.funk@engsem.uni-hannover.de

Bemerkung
Students should purchase and read the following texts:

Thomas More, *Utopia* (1516, preferably in the Penguin Classics edition, 2003): **this text must be read by the second session**

H.G. Wells, *The Time Machine* (1895, again the Penguin Classics edition (2005) is preferred but any other will do as well)


A reader with excerpts from other primary texts as well as essential secondary material will be provided at the beginning of the course.

Aspects of Love: English Renaissance Poetry
Seminar, SWS: 2
Krämer, Lucia
Do, wöchentl., 10:00 - 12:00, 08.10.2009 - 30.01.2010, 1502 - 613 II 613
Kommentar
The English Renaissance produced some of the most magnificent love poetry in the English language. Combining formal and historical approaches of analysis and interpretation, we will explore some of the manifold representations of various forms of love in poems from the sixteenth and seventeenth centuries. Not only do they illustrate some of the major developments within English poetry of this period, they also fundamentally problematize essentialist concepts of sex, gender, desire, and love itself. Poets treated will range from Thomas Wyatt, Christopher Marlowe, Philip Sidney, Edmund Spenser, William Shakespeare and Katherine Philips to the ‘metaphysical poets’ John Donne and Andrew Marvell.

Prerequisites for certificate: will be specified

For further information: lucia.kraemer@engsem.uni-hannover.de

Bemerkung
BritA / AAS2

Literatur
A reader with all the texts for the seminar will be provided at the beginning of the course.
Crime Fiction: Ideology and Popular Culture
Seminar, SWS: 2
Bennett, Peter
Fr, wöchentl., 10:00 - 12:00, 09.10.2009 - 30.01.2010, 1502 - 615 II 615
Kommentar
This seminar will cover the nature of the genre of crime fiction from the mid-19th century until the present day. Works will be considered not so much in literary isolation as in terms of their social relations. Rather than running after the red herring of a straight line of literary evolution, we shall be looking for clues to significant relationships between narrative form and cultural function. In doing so, we shall detect a variety social ideologies within crime fiction.

Bemerkung
BritA / AAS4

Literatur
Would-be participants are asked to download or buy two short stories by Edgar Allan Poe, "The Murders in the Rue Morgue" and "The Purloined Letter", and to have read them before the first meeting. Further texts will be assigned during the seminar.

Education and the Making of Americans
Seminar, SWS: 2
Twelbeck, Kirsten
Mi, wöchentl., 10:00 - 12:00, 07.10.2009 - 30.01.2010, 1502 - 709 II 709
Kommentar
This seminar is about the role of education in America during the nineteenth and twentieth centuries and on how it has shaped the country's self-conception and culture. Covering topics such as mass-education and racial segregation in schools and universities, the role of religion in the American educational system, home-schooling, and contemporary problems in American schools and institutions of higher education, we will investigate/discuss the historical and ideological foundations of the U.S. educational system.

In the nineteenth century, America's institutions of higher learning moved away from the elite German model that they had relied on earlier to meet the needs of a society in transition. Inspired by educational reform projects and new educational programs, disciplinary methods and university curricula in particular were designed to move the country forward economically as well as to renew its democratic spirit. Practical programs were introduced in the rural South and in the industrial North to include larger segments of society. African-American schools and colleges were founded to further 'uplift' the race. More and more colleges invited white women to develop their moral and intellectual influence on both their family and society at large. Missionary societies sent teachers to the newly emancipated slaves, to the Indian reservations, and to the 'Chinatowns' to not only spread 'the word' but also American white middle-class values, including in particular gender-norms. In an era of mass-emigration, education was seen as the key-measure to 'Americanize' the newcomers, to preserve social stability, and to prevent crime. In 1925 the Supreme Court ruled that children could not be forced to visit a public school but that they could equally be educated in privately run institutions or at home. With the end of racial segregation, new debates regarding mass-education emerged, leading to phenomena like 'white flight,' 'bussing,' and inner-city 'magnet schools.' With the decline of the middle-class, an increasing number of illegal immigrants, and a growing sensibility for the demands of the physically and mentally disadvantaged, debates about the American educational system have led to new educational approaches, curricula, and political programs.

We will look at early text books and slave-narratives, at the reports of 'schoolmarms' among the 'Indians' and Chinese, at scholarly publications regarding the education of white girls, and at twentieth-century non-fiction and novels that are either set in a school context or that in other ways center on education. The seminar will also include the visual representation of the topic in art, caricature, and film.

Please register for this class on Stud.IP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: kirsten.twelbeck@engsem.uni-hannover.de

Bemerkung
AmerA / AAS2, AAS3
History, Culture and Literature from 1485 to 1688/89

Seminar, SWS: 2
Gohrisch, Jana
Mi, wöchentl., 10:00 - 12:00, 07.10.2009 - 30.01.2010, 1502 - 615 II 615

Kommentar
In this course, we shall read historiographic and literary texts to explore the economic, social, political and cultural developments from the end of the Wars of the Roses in 1485 to the Glorious Revolution in 1688/89 covering one of the most decisive periods in British and world history. We shall deal with such issues as the Tudor and Stuart monarchy, reformation and Puritanism, the rise of the middle classes and the English revolution.

In addition to watching and critically discussing parts of Simon Schama’s BBC History of Britain series (released in 2002), we shall study the famous portraits of Elizabeth I, excerpts from Thomas More’s Utopia (1516), some of Shakespeare’s sonnets and his tragedy Othello (performed c. 1604). Othello will interest us for its treatment of love and jealousy and the construction of the Other in the early modern period. We shall continue our exploration of the major genres of the Renaissance and of 17th-century literature with John Donne and metaphysical poetry, followed by John Milton and excerpts from his pamphlets and Paradise Lost (1667/1674), the great Puritan epic of the lost revolution.

Prerequisites for certificate: will be specified

For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung
BritA / AAS2

Literatur
The Norton Anthology of English Literature
William Shakespeare. Othello

Please bring your own copy of the Othello (Arden edition) and read the play before the course starts. The historiographic texts, the non-fiction, the poetry, the excerpts from Milton and the visual material will be provided in a reader at the beginning of the semester.

Immigration in American Literature and Culture, 1890-1940

Seminar, SWS: 2
Mayer, Ruth
Di, wöchentl., 10:00 - 12:00, 06.10.2009 - 30.01.2010, 1502 - 609 II 609
Fr, Einzel, 16:00 - 18:00, 06.10.2009 - 30.01.2010, 1502 - 613 II 613, Filmvorführung
Fr, Einzel, 16:00 - 18:00, 04.12.2009 - 04.12.2009, 1502 - 613 II 613, Filmvorführung

Kommentar
In this class we will investigate the effects of the great wave of immigration after 1890 on American literature and culture. The class will focus on the situation at the turn of the century, looking mainly into patterns of immigration from Eastern and Southern Europe to the American East Coast, but extend to the 1930s. We will be concerned with the heated political debates around immigration of the day, look into early sociological and anthropological approaches to the phenomena of cultural difference, investigate the painting of the Ashcan School, the photography of Jacob Riis and Lewis Hine, and read a variety of texts written by immigrant and ethnic minority authors such as Mary Antin, Abraham Cahan, Anzia Yezierska, and Mike Gold. The class will end with a discussion of Henry Roth’s Call It Sleep.

Please register for this class on StudIP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung
AmerA / AAS2, AAS3

Literatur
Please purchase Call It Sleep (Picador, ISBN 0312424124) and Mary Antin’s The Promised Land (Penguin, ISBN 0140189858).

A reader with additional course material will be made available at the beginning of the semester.
Listening to the Voices: Literary and Historical Approaches to South African Life Writing
Seminar, SWS: 2
Grünkemeier, Ellen / Rüther, Kirsten
Di, wöchentl., 10:00 - 12:00, 06.10.2009 - 30.01.2010, 1502 - 615 II 615
Di, Einzel, 08:00 - 10:00, 15.12.2009 - 15.12.2009, 1502 - 615 II 615
Kommentar
Dieses Seminar findet in Kooperation mit Frau PD Dr. Kirsten Rüther aus dem Historischen Seminar statt.

In this interdisciplinary seminar we will draw on the expertise of students and teachers from the History and the English Departments. Reading historical, literary and theoretical texts we will approach the genre ‘life writing’ from different perspectives. ‘Life writing’ is an umbrella term that refers to a variety of texts about the ‘self’ or ‘individual’. Allowing for a diversification of voices, the genre can include hitherto marginalised perspectives. Questions such as the following will serve as a guideline for our seminar: What is ‘life writing’? How does it compare to ‘(auto)biography’? What issues are negotiated in life narratives? Who is (not) represented? Who is (not) given a voice? What significance does the genre have in the South African context? Analysing Zulu Woman in particular, the life narrative of Christina Sibiya, the first of sixty-five wives of the uncrowned king of the Zulus, Solomon kaDinuzulu, we will locate the text both in its historical context and in the genre ‘life writing’. We will also address the analytical and methodological issues relevant to this transdisciplinary study of lives and voices.

Prerequisites for certificate: will be specified

For further information: ellen.gruenkemeier@engsem.uni-hannover.de, kirsten.ruether@hist.uni-hannover.de

Bemerkung
BritA / AAS2, AAS3, AAS5

Literatur
Students who wish to attend this course shall try to get hold of the following novel:

Rebecca Hourwich Reyher, Zulu Woman: The Life Story of Christina Sibiya

Literaturtourismus zwischen England und Deutschland
Seminar, SWS: 2
Emig, Rainer / Kosenina, Alexander
Mi, wöchentl., 18:00 - 20:00, 07.10.2009 - 30.01.2010, 1502 - 703 II 703
Kommentar

Prerequisites for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de, alexander.kosenina@germanistik.uni-hannover.de

Bemerkung
BritA / AAS2, AAS3, AAS4

Literatur
Deutsches Seminar: Teilnehmerzahl 20, Anmeldung über Stud.IP

### Metaphor, Metonymy and Blending

**Seminar, SWS: 2**  
Schulze, Rainer  
Di, wöchentl., 10:00 - 12:00, 06.10.2009 - 30.01.2010, 1502 - 703 II 703  

**Kommentar**  
This seminar is an advanced introduction to the different ways in which figurative language, including metaphor and metonymy, permeate all areas of language, and other methods of communication, covering both theoretical and practical approaches to the analysis of texts.

Combining a variety of approaches (Conceptual Metaphor Theory, the ‘primary metaphor’ version, Blending Theory), the seminar will provide a thorough grounding in metaphor, metonymy and word meaning, theories on the processing and understanding of metaphorical or metonymical language, and metaphor or metonymy in other languages and translation.

Presentations in class will draw on a wide selection of authentic examples to explore metaphor and metonymy in relation to text, discourse and society. Metaphors and metonymies will be explored in a range of contexts such as politics, sport, and advertising, while ‘literary’ metaphor and metonymy will be be demonstrated through fiction and poetry. If time permits, a final section of the seminar covering non-verbal metaphor and metonymy will look at metaphor and metonymy in art, cinema, and music, further demonstrating ‘figurative language’ theories in practice.

**Bemerkung**  
LingA1, LingA2 / FAL2

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

Background reading will be taken from the following sources:


### Modern Theories of Literature and Culture

**Seminar, SWS: 2**  
Emig, Rainer  
Do, wöchentl., 10:00 - 12:00, 08.10.2009 - 30.01.2010, 1502 - 703 II 703  

**Kommentar**  
This series of lectures introduces students to the plurality of theories of literature and culture in the twentieth century. It will cover Semiotics, Formalism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Structuralism, Deconstruction and Poststructuralism, Feminism, Gender Studies and Queer Theory, New Historicism and Cultural Materialism, Postcolonial Theory, and theories of Intertextuality and Intermediality. The lectures will follow a regular format and will always introduce key theories, their concepts and terminologies, explore key texts of these theories, and demonstrate their application on a selection of literary texts or cultural artefacts. Students will thus gain an insight into the diverse approaches in current scholarship and increased confidence in using theory themselves.

Prerequisites for certificate: will be specified

For further information: rainer.emig@engsem.uni-hannover.de

**Bemerkung**  
BritA / AAS1

**Literatur**  
**Recommended Background Reading:**

**Perspectives on Standard English**  
Seminar, SWS: 2  
Schröder, Anne  
Do, wöchentl., 14:00 - 16:00, 15.10.2009 - 30.01.2010  
Bemerkung: LingA1, LingA2 / FAL4

**Pidgins and Creoles**  
Seminar, SWS: 2  
Schröder, Anne  
Fr, wöchentl., 14:00 - 16:00, 16.10.2009 - 30.01.2010, 1502 - 703 II 703  
Bemerkung: LingA1, LingA2 / FAL4

**Planung und Analyse von Englischunterricht**  
Seminar, SWS: 2  
Vinals-Stein, Nicole  
Di, wöchentl., 16:00 - 18:00, 06.10.2009 - 30.01.2010, 1502 - 609 II 609  
Kommentar: Das Seminar ist obligatorisch für alle Lehramtsstudierenden.  
Es werden Aufzeichnungen von Unterricht analysiert und Unterrichtssequenzen geplant.  
Prerequisites for certificate: will be specified

Bemerkung: DidPA  
Literatur:  
## Seduction in America: Themes and Ideas from the Enlightenment to Modernism

**Seminar, SWS: 2**  
Mayer, Ruth  
Mo, wöchentl., 12:00 - 14:00, 05.10.2009 - 30.01.2010, 1502 - 609 II 609  
Fr, Einzel, 16:00 - 18:00, 08.01.2010 - 08.01.2010, 1502 - 613 II 613, Filmvorführung  
Fr, Einzel, 16:00 - 18:00, 15.01.2010 - 15.01.2010, 1502 - 613 II 613, Filmvorführung  
Fr, Einzel, 16:00 - 18:00, 22.01.2010 - 22.01.2010, 1502 - 613 II 613

### Kommentar
In this class we will investigate the significance of seduction as a theme and practice in American culture, from the early Republic to the twentieth century. We will be concerned with the moral and political discussions around the issue in the 18th century, will read two novels of seduction (Susanna Rowson's *Charlotte Temple* (excerpts), Hannah Webster Foster’s *The Coquette*), and then turn to nineteenth century texts which take up the theme in different guises and to different purposes. We will discuss the Gothic take on the subject matter, looking at authors such as Charles Brockden Brown, George Lippard, and Edgar Allan Poe, as well as realist and modernist reconceptualizations of seduction in the writings of Henry James or Theodore Dreiser (*Sister Carrie*). The class will end with a reflection of filmic melodrama and its re-fashioning of the subject.

Please register for this class on StudIP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: ruth.mayer@engsem.uni-hannover.de

### Bemerkung
AmerA / AAS2, AAS3, AAS4

### Literatur

A reader with additional material will be made available at the beginning of the semester.
"Spaces In-Between?" American Middlebrow Literatures and Cultures

Seminar, SWS: 2
Künne (M. A.), Vanessa
Di, wöchentl., 14:00 - 16:00, 06.10.2009 - 30.01.2010, 1502 - 609 II 609
Fr, Einzel, 14:00 - 16:00, 20.11.2009 - 20.11.2009, 1502 - 615 II 615, Filmvorführung
Mi, Einzel, 12:00 - 16:00, 16.12.2009 - 16.12.2009, 1502 - 615 II 615, Filmvorführung
Do, Einzel, 16:00 - 18:00, 17.12.2009 - 17.12.2009, 1502 - 613 II 613, Filmvorführung
Do, Einzel, 18:00 - 20:00, 17.12.2009 - 17.12.2009, 1502 - 615 II 615, Filmvorführung

Kommentar

According to the Oxford English Dictionary, the term ‘middlebrow’ pertains to "a person [who is] only moderately intellectual [or] of average or limited cultural interests;" and a 'middlebrow' artistic work is one "of limited intellectual or cultural value; demanding or involving only a moderate degree of intellectual application, typically as a result of not deviating from convention." Middlebrow studies is concerned with literature of the 'middle' or the mainstream - ephemeral texts from the perspective of traditional literary history which, at their moment in time, made for solid best-sellers. Because of their very situatedness at what might be described as the WASP middle-class 'center' of culture, middlebrow texts have been marginalized in literary criticism until very recently. Are texts that are 'too popular', that sell 'too well' and that defy the categories of sophisticated 'highbrow' culture as well as those of an allegedly debased 'lowbrow' culture, then, "go-betweens," as Virginia Woolf claimed? Why is it still worthwhile reading and studying artefacts of the 'middle'? Why would it be wrong to assume that the middlebrow is a gendered endeavor, a genre solely by women for women? And in what respect is it problematic to work with the concept of 'center' and 'middle' in the first place?

In this class we will trace these questions as we approach the phenomenon of American middlebrow studies to see that these allegedly 'light' texts have performed important cultural work for a great number of American (middle-class) readers. Middlebrow texts to this day are steeped in 19th-century didacticism and function as guides to middle-class life, life-styles, and prosperity by eliciting strong affective responses from their readers. At the same time, though, middlebrow fiction increasingly makes use of innovative techniques and unconventional themes. Thus, it defies and subverts the categories of mainstream and margin, and high and popular culture.

The class will prepare for a conference on middlebrow studies to be held in spring 2010.

Please register for this class on Stud.IP by September 30, 2009, and check there for updates and additional information as the semester approaches.

Prerequisites for certificate: will be specified

For further information: v.kuenemann@engsem.uni-hannover.de
AmerA / AmerF4 / AAS2, AAS3, AAS4, AAS6

Literatur

We will read a variety of texts (mostly in the form of excerpts) which will be made available in a reader at the beginning of the semester, but you are asked to purchase the following two novels:

Grace Metalious, Peyton Place (Virago, ISBN: 1860499295) and
Consider the following English utterances that contain incomplete syntactic structures of some kind:

(1) Ray goes by car but Ron doesn't [_________].

(2) [_________] Two loaves of white bread, please.

(3) [_______] Want some coffee?

One of our central goals in this seminar will be to ask what it is that enables us to interpret these structures in spite of the lacking information and how this can be modelled in a formal way. Besides, we will take a closer look at what function they take in discourse.

The goals of the seminar are to give students a deeper insight into linguistic theory building and to broaden their skills in the analysis of language. Part of the curriculum will consist of an introduction to linguistic methodologies such as corpus linguistics, which the students will apply to answer concrete research questions. The seminar is going to be mainly interactive, and students will be asked to take an active role in its progression.

Bemerkung

LingA1, LingA2 / FAL1

Literatur


Teaching Film: Crash and Babel

Seminar
Blell, Gabriele (verantwortlich)
Do, wöchentl., 10:00 - 12:00, 08.10.2009 - 30.01.2010, 1502 - 615 II 615

Kommentar
Students enjoy watching movies and TV for a variety of reasons. For one, they get exposure to authentic language in a non-threatening setting. Secondly, movies and video provide common ground to students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003. The course is designed to help you to teach two episodic films: Crash (2004) and Babel (2006). Some of the objectives of the course will be: critically analyze and understand the purpose for the use of basic film/video techniques and methods for teaching them to students, as well as intertextual connections between media (e.g. film & novel)understand and apply different critical approaches to studying film (e.g semiotic, postcolonial, cultural studies) and teach them in a task-based learning contextdevelop ‘reading/viewing’ skills through a range of classroom activities that demonstrate how audience interaction works to create meaning in film.

A film-screening for the films discussed in the classroom will be organized.

Prerequisites for certificate: will be specified

For further information: gabriele.blell@engsem.uni-hannover.de

Bemerkung
DidA1, DidA2

Literatur
Bibliography:

Themenhefte Teaching Film:
PRAXIS Fremdsprachenunterricht 6/2004
Der Fremdsprachliche Unterricht Englisch , 2004

Films:
Gonzáles Iñárritu, Alejandro, Babel , USA/Mexiko 2006
Haggis, Paul, Crash , USA, 2004
Theatre Life at the Time of Shakespeare
Seminar, SWS: 2
Ilsemann, Hartmut
Mo, wöchentl., 10:00 - 12:00, 05.10.2009 - 30.01.2010, 1502 - 703 II 703

Kommentar
The overwhelming amount of information that is available about this period can make it hard to comprehend what was going on. To try to cope with this wealth of information, a wall-chart of some six metres length will be created which, apart from a timeline, will map information about plays, authors, dates of publications as well as literary and cultural references from secondary literature so as to end up with a substantial survey.

Participants will be required to analyze the texts and periods allocated to them, and to organize the results in an appealing and pleasant form as part of the collective timeline.

If you have further questions please don't hesitate to contact:
hartmut.ilsemann@engsem.uni-hannover.de

Bemerkung
BritA / AAS2
The USA shares a border with Mexico, and the high standard of living in the USA acts as a growing magnet to Mexican migrants. In 2000, for the first time in California, Spanish speakers outnumbered English speakers. Hispanics have added a distinct flavour to US culture and society. The aim of the seminar is to focus on this topic. Within the context of intercultural and multilingual language learning concepts we will review and analyze various Hispanic/Mexican-American short stories, novel extracts or poems and other artistic forms such as pictures (Balmy Alley murals in SF, US) or film sequences (Spanglish) and adopt them to various teaching scenarios. The texts will be discussed with reference to issues of immigration, transculturality, blendings (interlingual language) and hybridity.

Prerequisites for certificate: will be specified

For further information: gabriele.blell@engsem.uni-hannover.de

Primary texts:
Cisneros, Sandra, The House on Mango Street, New York 1984
Cisneros, Sandra, Caramelo, New York 2002
Brooks, James, Spanglish, USA 2004

Secondary texts:
**Didaktische u. berufspraktische Seminare / Didactical and Practical Seminars**

**Fachpraktikum für das Lehramt an Gymnasien**

Fachpraktikum
Vinals-Stein, Nicole

**Kommentar**

5 Wochen am Gymnasium im Februar/März 2010.

Anmeldung bis zum 30.10.2009 bei Nicole Vinals-Stein (nicole.vinals-stein@engsem.uni-hannover.de).

Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

**Bemerkung**

DidFP

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**Teaching Practice as Foreign Language Assistant**

Praktikum
Ruhm (Staatsexamen), Hannah

Fr, Einzel, 10:00 - 16:00, 08.01.2010 - 08.01.2010, 1502 - 613 II 613
Sa, Einzel, 10:00 - 16:00, 09.01.2010 - 09.01.2010, 1502 - 613 II 613
Fr, Einzel, 10:00 - 12:00, 15.01.2010 - 15.01.2010, 1502 - 613 II 613

**Kommentar**

This course gives a practical introduction to different teaching assistant programmes (PAD, Amity) and provides useful information about the tasks and responsibilities of Foreign Language Assistants. We are going to discuss educational systems (GB, USA, Canada and Australia), develop and discuss different activities and resources for teaching German as a foreign language and you will have the chance to meet and talk to former teaching assistants.

This course is obligatory for BA or MLG students planning to substitute the Fachpraktikum with the assistant year. The course will prepare for the 30 minute oral exam which will take place after your return.

Please note: DidPA is obligatory for all MLG students.

For further information: hannah.ruhm@engsem.uni-hannover.de - Please register for this course until Dec 20, 2009.

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**Kolloquien /Colloquia**

**Doktorandenkolloquium**

Kolloquium, SWS: 2
Blell, Gabriele / Kupetz, Rita
Di, unregelmäß, 18:00 - 20:00, 1502 - 703 II 703

**Kommentar**

Beginn nach Absprache.

**Doktorandenkolloquium**

Kolloquium, SWS: 2
Mayer, Ruth
Mi, Einzel, 18:00 - 20:00, 07.10.2009 - 07.10.2009, 1502 - 613 II 613
Mi, Einzel, 18:00 - 20:00, 21.10.2009 - 21.10.2009, 1502 - 613 II 613
Mi, Einzel, 18:00 - 20:00, 11.11.2009 - 11.11.2009, 1502 - 613 II 613
Mi, Einzel, 18:00 - 20:00, 02.12.2009 - 02.12.2009, 1502 - 613 II 613
Mi, Einzel, 18:00 - 20:00, 06.01.2010 - 06.01.2010, 1502 - 613 II 613

**Kommentar**

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

**Bemerkung**

Auf persönliche Einladung.

**Doktorandenkolloquium**

Kolloquium, SWS: 2
Rohloff, Heide
Fr, dreiwöch., 15:30 - 17:00, 16.10.2009 - 30.01.2010, 1502 - 709 II 709

**Kommentar**

Termine nach Absprache.

Verteilung von Positions- und Diskussionspapieren jeweils bis spätestens Mittwoch der betreffenden Woche.
Post-/Doktorandenkolloquium
Kolloquium, SWS: 2
Emig, Rainer / Gohrisch, Jana
Kommentar Auf persönliche Einladung.

Examensseminare / Exam Seminars
Examenskolloquium "American Studies"
Kolloquium, SWS: 2
Mayer, Ruth
Di, wöchentl., 12:00 - 14:00, 06.10.2009 - 30.01.2010, 1502 - 613 II 613

For further information: ruth.mayer@engsem.uni-hannover.de

Examenskolloquium "Englische Literatur- und Kulturwissenschaft"
Kolloquium, SWS: 2
Gohrisch, Jana
Di, wöchentl., 14:00 - 16:00, 06.10.2009 - 30.01.2010, 1502 - 613 II 613
Kommentar Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (BA, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft (insbesondere Anglistik und Neue Englischsprachige Literaturen) ablegen wollen.

Der Veranstaltungsplan umfasst (je nach Bedarf der TeilnehmerInnen) die zentralen Bereiche der Literaturwissenschaft wie Literaturtheorie, Literaturgeschichte, Textanalyse und Interpretation. Darüber hinaus werden wir die Abschlussklausuren (vorbereitende Recherche und Lektüre, Schreibtechniken), die mündlichen Abschlussprüfungen (Themenwahl in Literatur- und Kulturwissenschaft, Thesenpapier) und die schriftliche Abschlussarbeit (Themenwahl, Arbeitstechniken) besprechen. Es wird auch die Möglichkeit geben, Prüfungen zu simulieren.

For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung Bachelorarbeit / Examensseminare / AAS7
Literatur

Lektüreempfehlungen:


Examenskolloquium: Key Ideas in Linguistics
Kolloquium, SWS: 2
Schulze, Rainer
Mo, wöchentl., 10:00 - 12:00, 12.10.2009 - 30.01.2010, 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 present and discuss any questions relating to form, substance and organization of the thesis (i.e. Staatsexamensarbeit, Magisterarbeit, BA-Abschlussarbeit, etc.) and the written and oral examinations. Additionally, we will tackle some basic ideas in linguistics that have shaped the study of language up to the present day. Each class will include a brief description of some particular conception, an account of its development, and its impact on the field of language study. Ideas covered range from acceptability/grammaticality, ambiguity/vagueness, behaviourism and cognitivism, through holism, implicature and linguistic relativity, to sense/reference, speech act theory, and universal grammar.

Bemerkung
Examensvorbereitung