

# Englisches Seminar

## Fächerübergreifender Bachelor Englisch

### Foundations of Linguistics 1

#### Introduction to Linguistics I

Vorlesung, SWS: 2

Shahrokny-Prehn, Arian

Mo, wöchentl., 08:00 - 10:00, 25.10.2010 - 05.02.2011, 1502 - 003 II 003

**Kommentar** This course will provide 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, etc. will be addressed in the following term.

**Please note that there is an enrolment procedure to follow in order to register for this course.**

Prerequisites for SL certificate will be specified in class and/or Stud.IP

For further information: [arian.shahrokny@engsem.uni-hannover.de](mailto:arian.shahrokny@engsem.uni-hannover.de)

Bemerkung LingF1

#### Introduction to Linguistics I

Seminar, SWS: 2

Schulze, Rainer

Mo, wöchentl., 14:00 - 16:00, 25.10.2010 - 05.02.2011, 1502 - 003 II 003

**Kommentar** This course will provide 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, etc. will be addressed in the following term.

**Please note that there is an enrolment procedure to follow in order to register for this course.**

Prerequisites for certificate: regular attendance, reading assignments, active participation, final exam (*Studienleistung*)

For further information: [rainer.schulze@engsem.uni-hannover.de](mailto:rainer.schulze@engsem.uni-hannover.de)

Bemerkung LingF1

### Introduction to Linguistics I

Seminar, SWS: 2

Gerckens, Caroline (M. A.)

Do, wöchentl., 16:00 - 18:00, 28.10.2010 - 05.02.2011, 1502 - 003 II 003

Kommentar

This course will provide 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, etc. will be addressed in the following term.

**Please note that there is an enrolment procedure to follow in order to register for this course.**

Prerequisites for SL certificate will be specified in class and/or Stud.IP

For further information: [caroline.gerckens@student.uclouvain.be](mailto:caroline.gerckens@student.uclouvain.be)

Bemerkung LingF1

### Introduction to Linguistics II

Vorlesung, SWS: 2

Gerckens, Caroline (M. A.)

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 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, corpus linguistics, speech acts and conversation.

For further information: [caroline.gerckens@student.uclouvain.be](mailto:caroline.gerckens@student.uclouvain.be)

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 Stud.IP and on a reserve shelf in the library.

## Foundations of Linguistics 2

### Grammaticalization

Seminar, SWS: 2

Lohmann, Arne

Do, wöchentl., 10:00 - 12:00, 28.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

You may hold the view that grammar is a dry and boring category that does nothing more than to simply exist. This course, in contrast, asks: Where does grammar come from? The concept of grammaticalization reveals that grammar is not just "there", but is constantly changing and developing, thereby creating new forms and structures. In a narrow interpretation it describes how grammatical categories evolve out of lexical ones. However, its boundaries to related processes, such as lexicalization and analogy are often unclear. Therefore we will adopt a broader perspective and discuss grammaticalization phenomena in the wider context of linguistic change in general. In doing so, we will pay particular attention to the role of frequency of use. Frequency helps in the emergence of linguistic structure and at the same time leads to phonetic reduction and loss of form. While thus being a force of innovation in the language, curiously it can also be a conservative power, making forms resistant to analogical change. The focus of the course will be on English, however other languages will be considered for comparative purposes.

Prerequisites for certificate: will be specified

Please register via e-mail: [arne.lohmann@uni-hamburg.de](mailto:arne.lohmann@uni-hamburg.de)

Bemerkung

LingF4

### Morphology

Seminar, SWS: 2, Max. Teilnehmer: 35

Shahrokny-Prehn, Arian

Do, wöchentl., 08:00 - 10:00, 21.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

"Bambification: The mental conversion of flesh and blood living creatures into cartoon characters possessing bourgeois Judeo-Christian attitudes and morals." (Coupland 1991)

Human language is infinitely creative. New words are coined every day while others dwindle away into linguistic oblivion. In this seminar we will take a closer look at how words are structured internally (morphology) as well as how we arrive at new words (word-formation). Initially relying on the background knowledge from LingF1, we will elaborate on the basic theories tackled there in order to arrive at a deeper and fuller understanding of the processes that keep our linguistic engine running. We will, among other things, examine different word-formation processes, investigate the life-cycle of words, and analyse the (ir)regularities of inflection. Students will be encouraged to undertake their own research projects and present them in class.

!!! Class-size will be limited to 35 participants !!!

Students are asked to register for this course via Stud.IP.

For further information, please contact me at: [arian.shahrokny@engsem.uni-hannover.de](mailto:arian.shahrokny@engsem.uni-hannover.de)

Bemerkung

LingF4

## Phonetics & Phonology

Vorlesung, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 003 II 003

Kommentar

This course will take a closer look at the phonetics and phonology of English. We will look at both segmental and supra-segmental features of the reference accents of English, RP and General American. If appropriate, the theoretical angle will be contrastive, focussing on differences between German and English. In other cases, the approach will be diachronic with a special emphasis on on-going trends, variationist, with a special emphasis on the correlation of pronunciation and social groups, theoretical, with a special focus on the problems of allophony, and practical, with a special focus on handling IPA transcription.

For further information: [ulrike.altendorf@engsem.uni-hannover.de](mailto:ulrike.altendorf@engsem.uni-hannover.de)

Bemerkung

LingF3

## The Sociology of Language

Seminar, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 10:00 - 12:00, 20.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This course will introduce students to classic and current studies of English sociolinguistics. We will discuss the theoretical assumptions and methodological tools applied in these studies as well as review prominent socio-linguistic variables of English in Britain and beyond.

For further information: [ulrike.altendorf@engsem.uni-hannover.de](mailto:ulrike.altendorf@engsem.uni-hannover.de)

Bemerkung

LingF4

## Advanced Linguistics

### English and German in Comparison and Contrast

Seminar, SWS: 2

Schulze, Rainer / Diewald, Gabriele

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 003 II 003

Kommentar

This seminar will present a comprehensive and fine-grained analysis of the major contrasts between English and German with the aim of showing how far two closely related languages have moved apart and of providing new foundations for the study and the teaching of English from the perspective of German and the study of German from the perspective of English. This advanced seminar will be based on a thorough exploration of the relevant literature on the two languages and on language typology in general. Areas that will be covered include inflectional morphology, tense and aspect, grammatical relations, internal and external possessors, voice: active and passive, reflexivity and intensification, word order and sentence types, *wh*-movement and relativization, non-finite subordination, and contrasts in the lexicon.

Please register for this advanced seminar on Stud.IP by October 1, 2010, and check there for updates and additional information as the winter term approaches.

Prerequisites for SL certificate will be specified in class and/or Stud.IP

For further information: [rainer.schulze@engsem.uni-hannover.de](mailto:rainer.schulze@engsem.uni-hannover.de)

Bemerkung

LingA1, LingA2 / FAL5.1, FAL 5.2

Literatur

The seminar will be based on the following textbook: König, Ekkehard and Volker Gast. 2009. *Understanding English-German Contrasts*. 2<sup>nd</sup> ed. Berlin: Erich Schmidt Verlag. Parts of the book will be made available in a reader.

### Principles of Language Change

Seminar, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 08:00 - 10:00, 20.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This course will review language-external and language-internal principles of language change. Language-external factors to be treated are, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms comprise the notions of markedness and naturalness as well as the economy of the language system. All principles will be applied to the history of English beginning as early as 449 AD and taking it right through to the present day.

For further information: [ulrike.altendorf@engsem.uni-hannover.de](mailto:ulrike.altendorf@engsem.uni-hannover.de)

Bemerkung

LingA1, LingA2 / FAL1

### Research Methods in Linguistics

Seminar, SWS: 2

Schulze, Rainer

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This advanced seminar will guide the participants through the key issues, principles, and core contributions of core methods in linguistic research.

Topics will include: developing research questions, combining methods, quantitative research designs (including questionnaires), corpus analysis, qualitative research methods (discourse analytical approaches, linguistic ethnography, interviews and focus groups, multimodal analysis, and narrative analysis). With each class offering an overview of key issues, many examples from recent linguistic research, and suggestions for further reading, this seminar will be a valuable resource for anyone working with linguistic data.

**Please register for this seminar on Stud.IP by October 1, 2010, and check there for updates and additional information as the winter term approaches.**

Prerequisites for SL certificate: will be specified in class and/or Stud.IP

For further information: [rainer.schulze@engsem.uni-hannover.de](mailto:rainer.schulze@engsem.uni-hannover.de)

Bemerkung

LingA1, LingA2 / FAL2

### Intermediate Literature and Culture

**Art for Art's Sake? – Aestheticism and Decadence in late Victorian Literature and Culture**

Seminar, SWS: 2

Funk, Wolfgang

Mi, wöchentl., 10:00 - 12:00, 20.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

In this course, we will take a fresh look at a movement that has often been regarded as the epitome of artistic self-adulation and quixotic eccentricity: aestheticism. In order to do so, we will examine the theoretical 'foundations' of aestheticism laid down by the likes of Baumgarten, Huysmans and Walter Pater and establish a framework of the socio-political-cultural background of Victorian Britain in the second half of the 19<sup>th</sup> century before engaging with some of the most important literary works connected with this movement, from the poetry of George Moore and Arthur Symons to the medievalism of Alfred Lord Tennyson, Algernon Charles Swinburne and Dante Gabriel Rossetti. We will also touch upon other manifestations of the aestheticist movement such as the frivolous illustrations of Aubrey Beardsley, the Arts and Crafts Movement associated mainly with John Ruskin and William Morris and the paintings of the Pre-Raphaelite Brotherhood around Rossetti and John Everett Millais.

In this context there is, of course, no way around the work of Oscar Wilde, who represents both the embodiment and the eventual defeat of the aestheticist lifestyle and cultural activity. We will read his only novel, *The Picture of Dorian Gray*, which can be interpreted as a comment on the state of art and society towards the end of the 19<sup>th</sup> century. Finally, we will have to investigate the connection between aestheticism and decadence, always present in Wilde's work, which finds its most prominent echo in the *Yellow Book* magazine of the 1890s. It will be interesting to build a bridge to our contemporary world and see if we might also be displaying signs of decadent triviality nowadays.

Please register for the seminar in Stud.IP.

Prerequisites for a SL/PL will be specified in the first session.

For further information: [wolfgang.funk@engsem.uni-hannover.de](mailto:wolfgang.funk@engsem.uni-hannover.de)

Literatur

**Students should purchase the following text:** Oscar Wilde, *The Picture of Dorian Gray*, 1890. (Preferably in the Penguin Classics edition of 2003)

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

### Fan Fiction

Seminar, SWS: 2, Max. Teilnehmer: 25

Krämer, Lucia

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

Due to the spreading of the internet and the fact that more and more people have access to means of distributing their writing via channels beyond the institutionalised book market, the past decade has seen a quantitative explosion of literary fan fictions. This seminar will introduce students to this field in a systematic fashion from the point of view of literary studies, but without taking the fun out of the subject. Although we will look at some individual fanfics, the focus of the course will be firmly on the role of fan fiction as a cultural and literary phenomenon. The course will introduce various ways of approaching the field, ranging from structuralist inquiries into the various genres of fan fiction to situating fan fiction within 'convergence culture' (Henry Jenkins) and looking at it as an intertextual and intermedial phenomenon.

To keep the course as open as possible, we shall not restrict ourselves to specific fandoms. However, it will be necessary to illustrate some of the more general phenomena we talk about by references to specific texts. By way of preparation, participants should therefore familiarise themselves with the basics of either the *Harry Potter* or the *Twilight* franchise. If you haven't read at least the first book in the *Harry Potter* or *Twilight* series or seen one or two of the films, please do so. You should also familiarise yourself with Jane Austen's novel *Pride and Prejudice*.

!!! Please note that the number of participants for this class is limited to 25 !!!

To register for this class, please contact [lucia.kraemer@engsem.uni-hannover.de](mailto:lucia.kraemer@engsem.uni-hannover.de)

Prerequisites for certificate: will be specified in class and/or Stud.IP

Bemerkung

BritF4

Literatur

A reader with selected theoretical background reading material will be available from Copyshop Stork (Körner-straße 3) from the beginning of October.

Recommended background reading:

Pugh, Sheenagh. *The Democratic Genre: Fan Fiction in a Literary Context*. Bridgend: Seren, 2005. Hellekson, Karen, and Kristina Busse, ed. *Fan Fiction and Fan Communities in the Age of the Internet: New Essays*. Jefferson/NC: McFarland, 2006.

### Nineteenth-Century Poetry

Seminar, SWS: 2

Emig, Rainer

Do, wöchentl., 16:00 - 18:00, 21.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This seminar will cover the vast array of poetry written in Britain in the nineteenth century. It will deal with poetry from the Romantic, Victorian, fin-de-siècle and Early Modernist tradition. Attention will be paid to formal developments and characteristics as well as to dominant themes of poetic writing, such as nature versus urbanisation and industrialisation, issues of gender and sexuality, class and nationhood. Students will be encouraged to apply appropriate methods and theories to a wide range of texts.

Please register for the seminar in Stud.IP.

Prerequisites for certificate: short presentation (Studienleistung), final essay (Prüfungsleistung)

For further information: [rainer.emig@engsem.uni-hannover.de](mailto:rainer.emig@engsem.uni-hannover.de)

Bemerkung

BritF4

Literatur

**Compulsory Purchase:** Christopher Ricks, ed., *The New Oxford Book of Victorian Verse* (Oxford University Press, 2008).

### Postmodernism

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Mo, wöchentl., 10:00 - 12:00, 18.10.2010 - 05.02.2011, 1502 - 615 II 615

Fr, Einzel, 16:00 - 18:00, 03.12.2010 - 03.12.2010, 1502 - 613 II 613 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 14.01.2011 - 14.01.2011, 1502 - 615 II 615 , Filmvorführung

**Kommentar** In this course we will explore the period and phenomenon of postmodernism in American culture. For most critics the postmodern era started with the 1960s in the United States, with a series of artistic, political, and medial changes. It was then that popular culture took over the cultural field, that minority groups and subcultures came to voice powerful critiques of the social and political status quo, and that more and more artists grappled with the insight that everything seemed already said and done in art and culture. We will approach the phenomenon through theoretical texts (Fredric Jameson, Andreas Huyssen), read some seminal literary authors of the period (Thomas Pynchon, John Barth, Don DeLillo), and discuss postmodernism in film (*Blow Up*, Michelangelo Antonioni, 1966; *Memento*, Christopher Nolan, 2001) and art (Andy Warhol, Cindy Sherman).

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [ruth.mayer@engsem.uni-hannover.de](mailto:ruth.mayer@engsem.uni-hannover.de)

**Bemerkung**

AmerF4

**Literatur**

Please purchase *Women's Indian Captivity Narratives*, ed. Kathryn Zabelle Derounian-Stodola (Penguin Classics, ISBN 978-0140436716).

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

### Selected Novels by Thomas Hardy

Seminar, SWS: 2

Bennett, Peter

Fr, wöchentl., 10:00 - 12:00, 22.10.2010 - 05.02.2011, 1502 - 703 II 703

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

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

Prerequisites for certificate: short presentation (SL), final essay (PL)

For further information: [peter.bennett@engsem.uni-hannover.de](mailto:peter.bennett@engsem.uni-hannover.de)

**Bemerkung**

BritF4

**Literatur**

**It is important to possess a copy of *Far From the Madding Crowd* at the first meeting.** Some very cheap editions are available, but students are *strongly* urged to buy the Penguin Classics annotated editions. Apart from the fact that the introductions and annotations are helpful, progress is much easier if everyone is working with the same pagination.

**Survey of American Literatures and Cultures I**

Vorlesung, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 03.02.2011, 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.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [kirsten.twelbeck@engsem.uni-hannover.de](mailto:kirsten.twelbeck@engsem.uni-hannover.de)

Bemerkung

AmerF2

Literatur

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

For general reference (not only for this class) I recommend buying *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (new revised edition, Stuttgart: Metzler, 2004) and *The Enduring Vision. A History of the American People* (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2010).

Both are standard textbooks.

### The Captivity Narrative

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Mi, wöchentl., 10:00 - 12:00, 20.10.2010 - 05.02.2011, 1502 - 609 II 609

Fr, Einzel, 16:00 - 18:00, 07.01.2011 - 07.01.2011, 1502 - 613 II 613 , Filmvorführung

Fr, Einzel, 16:00 - 18:00, 14.01.2011 - 14.01.2011, 1502 - 613 II 613 , Filmvorführung

Fr, Einzel, 16:00 - 18:00, 21.01.2011 - 21.01.2011, 1502 - 613 II 613 , Filmvorführung

Kommentar

This course will be concerned with the representation and the changing significance of the theme of captivity in American cultural and literary history. Next to the slave narrative, the captivity narrative has been called *the* genuinely American literary genre, since it takes on a classical American theme - the encounter between Indians and Europeans/white Americans - and involves in its enactment all sorts of classical American tropes - survival in the wilderness, (religious) righteousness vs. (sinful) corruption, individualism vs. a hostile community, civilization vs. savagery, etc. Yet by speaking in such general terms, one cannot do justice to the enormous variety of captivity narratives, from the very beginnings of Native/European contact (*The Narrative of Alvar Núñez Cabeza de Vaca* [1542]) to the present day (*The Missing* [2003]). Thus, the genre offers most interesting insights into changing paradigms of enacting selfhood and otherness, and in particular into changing perceptions of Native Americans and of gender in the American colonies and the United States. We will be reading, among other texts, Mary Rowlandson's *The Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* (1682), *A Narrative of the Life of Mrs. Mary Jemison* (1824), and Sarah Wakefield's *Six Weeks in the Sioux Tepees* (1864). In addition, we will watch films such as *The Searchers* (1956), *Dances with Wolves* (1990), or *The Missing* (2003).

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [ruth.mayer@engsem.uni-hannover.de](mailto:ruth.mayer@engsem.uni-hannover.de)

Bemerkung  
Literatur

AmerF4

Please purchase *Women's Indian Captivity Narratives*, ed. Kathryn Zabelle Derounian-Stodola (Penguin Classics, ISBN 978-0140436716).

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

### The Graphic Novel

Seminar, SWS: 2, Max. Teilnehmer: 25

Groß (M. A.), Florian

Di, wöchentl., 12:00 - 14:00, 19.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

Comics have grown up - or so it seems. The medium has become the subject of increasing scholarly and critical concern, but even though most comics continue to be published in serialized form as comic books, the texts that get the most academic and critical attention belong to a comparatively small canon of texts commonly labeled graphic novel. With the graphic novel, a new form of "sequential art" (Eisner) has become established, one that is often read as being more sophisticated, serious, and thus better than the supposedly standard superhero fare. To get a grip on the phenomenon, we will start by considering the question what exactly this "graphic novel" is and how it is (not so) different from other forms of comics. We will also look at the history of U.S. comics and analyze programmatic and critical writing by contemporary American comic authors and critics such as Will Eisner. Of course, we will also read and discuss several graphic novels (e.g. *A Contract with God*, *Maus*, *Watchmen*, *The Dark Knight Returns*, *Jimmy Corrigan*).

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [florian.gross@engsem.uni-hannover.de](mailto:florian.gross@engsem.uni-hannover.de)

Bemerkung

AmerF4

Literatur

Please check Stud.IP during the summer break for updated information and a list of titles that will be discussed in class.

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

### The Industrial Novel

Seminar, SWS: 2

Grünkemeier, Ellen

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

In this seminar we will explore the industrial novel, a genre concerned with the social consequences of industrialisation. The term 'industrial novel' is misleading as the novels do not focus heavily on industry or the economy but are more preoccupied with the social misery of the working classes. We will analyse and discuss two of the most famous social-problem novels, Elisabeth Gaskell's *Mary Barton* (1848), tellingly sub-titled *A Tale of Manchester Life*, and Charles Dickens' *Hard Times* (1854), both of which render visible the social realities of urban life in the new industrial and mercantile cities. We will engage in close readings of the novels and locate the texts in their cultural, political and historical contexts.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information, please contact: [ellen.gruenkemeier@engsem.uni-hannover.de](mailto:ellen.gruenkemeier@engsem.uni-hannover.de)

Bemerkung

BritF4

Literatur

Students are strongly advised to have read *Mary Barton* by the beginning of the seminar.

A reader with theoretical texts and contextual material will be provided.

Students who wish to attend this course should get hold of the following novels, preferably in well-annotated editions as, for example, from Penguin or Oxford Classics:

Gaskell, Elisabeth. *Mary Barton*. Dickens, Charles. *Hard Times*.

## Advanced Literature and Culture

### Art, Conspiracy, and Death - The Cinema of Peter Greenaway

Seminar, SWS: 2

Köhler, Thom.

Fr, wöchentl., 14:00 - 16:00, 22.10.2010 - 17.12.2010, 1502 - 615 II 615

Fr, Einzel, 14:00 - 16:00, 07.01.2011 - 07.01.2011, 1502 - 613 II 613

Fr, wöchentl., 14:00 - 16:00, 14.01.2011 - 05.02.2011, 1502 - 615 II 615

Kommentar

Peter Greenaway is one of Britain's most controversial and innovative filmmakers. As Greenaway famously declared that "cinema is dead" and that most people are 'visually illiterate', his films constantly challenge the conventional standards of mimetic and narrative cinema, replacing them with non-narrative serial structures or intricate split-screen techniques branching out into intermedial experiences. Taking an ironic and distanced view on his subjects, often focussing on the inevitability of decay and death, almost all of his work questions our assumptions about viewing and representing the world. A trained painter, Greenaway has also created and curated exhibitions in leading museums and art galleries around the world. This interest in the visual arts - preferably from the Renaissance and the Dutch masters - also shows in his films, often with stunningly beautiful results.

In this seminar, we will look at Greenaway's cinema and some of his writings in detail. Starting with some of his early short films and his first feature *The Draughtsman's Contract* (1982), we will then move on to his more recent work, for example the trilogy *The Tulse Luper Suitcases* (2001-2003) and his extended 'art lecture' *Rembrandt's J'accuse* (2008), which reveals Rembrandt's painting *The Night Watch* as a hidden indictment of a murder conspiracy. In the process, we will explore Greenaway's cinema in the contexts of mannerism and current postmodernist approaches.

Please register for the seminar in Stud.IP.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [easterwindow@freenet.de](mailto:easterwindow@freenet.de)

Bemerkung

BritA / AAS2, AAS4

**Before the Hollywood Code: Early and Transitional Film**

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth (verantwortlich) / Denson (M. A.), Shane (begleitend)

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 609 II 609

Fr, Einzel, 12:00 - 14:00, 05.11.2010 - 05.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 19.11.2010 - 19.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 26.11.2010 - 26.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 03.12.2010 - 03.12.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 10.12.2010 - 10.12.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 07.01.2011 - 07.01.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

This course will investigate American film's fascinating early history before the Motion Picture Production Code of 1930 was formulated and before the 'invisible' style of classical Hollywood film took over sound technologies in the late 1920s and early 1930s. We will look at the impact of late nineteenth century cinematic technologies on the development of filmic narrative styles, we will be concerned with the sites and practices of the American entertainment industry and of early American movie audiences, and we will discuss emergent formats and techniques of filmic narration in American films during the first three decades of the twentieth century, tracing the development of filmic style from the one-reel film to feature films and film serials in the 1910s and 20s. The course will be centrally concerned with two transitional periods, which we shall consider in both historical and theoretical terms: first, the so-called transitional era of the 1910s, which marked a major paradigm shift from early or 'primitive' film to the classical age of silent film, and second, the sound-film transition of the late 1920s and early 1930s, in which the technological infrastructure of the cinema briefly took center stage again. By engaging with the developments and transformations of pre-Code American film, we hope to discover a history that remains relevant to our medial situations in the present, illuminating the formative background of a still dominant form of film entertainment and perhaps even shedding light on the meaning of later transitions such as those to color, widescreen, and digital film technologies. The main part of the course will consist in discussions of exemplary films from the early and transitional phases of American film (ca. 1895-1930), and in an engagement with film-theoretical reflections and interventions.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information (especially with regard to the film screenings which will be part of this course) as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [ruth.mayer@engsem.uni-hannover.de](mailto:ruth.mayer@engsem.uni-hannover.de)

Bemerkung

AmerA / AAS2, AAS4

Literatur

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

## Civil Rights

Seminar, SWS: 2, Max. Teilnehmer: 25

Twelbeck, Kirsten

Do, wöchentl., 10:00 - 12:00, 21.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

In the American context, the term "Civil Rights movement" is commonly associated with the African American struggle for equal rights that started in the late 1950s and reached its climax in the 1960s. Its ideological roots and legal arguments, however, can be found in the demands of propertied white men who wanted to promote their interests in 18th century America, in the foundational documents of American democracy, in texts such as Thoreau's "Civil Disobedience" and in the "Declaration of Sentiments," as well as in the 13th to 15th Amendments of the Reconstruction era. This seminar looks at the history of the rights movement in the United States; it introduces and discusses its various political and cultural strands, including the American Indian Movement, the Chicano Movement, and the Asian American movement. Proceeding on the assumption that the idea of civil rights has been travelling back and forth across continents, we will spend some sessions tracing the transatlantic and transpacific trafficking of experiences of oppression and resistance. Topics to be discussed include the influence of Thoreau's "Civil Disobedience" on the Independence Movement in India, the American Civil Rights movement, and the anti-Apartheid movement. We will ask in what respect the Holocaust has influenced the involvement of American Jews in the Civil Rights Movement and whether the stay of African-American soldiers in a non-segregated post-WWII Germany had an impact on Civil Rights in America.

The seminar will approach the topic from a cultural perspective, investigating the debates among African-American jazz musicians, the role of the Martin Luther King holiday and the African-American "invented tradition" of Kwanzaa to name some examples.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [kirsten.twelbeck@engsem.uni-hannover.de](mailto:kirsten.twelbeck@engsem.uni-hannover.de)

Literatur

Please obtain the books that will be posted on Stud.IP before the semester starts.

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

## Historical and Literary Perspectives on Family Structures in Southern Africa

Seminar, SWS: 2

Rüther, Kirsten (Prüfer/-in) / Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 1146 - B209

Kommentar

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 examine family structures in 19th and 20th-century texts from and about southern Africa. There is a recent trend in both Historical and Cultural Studies to investigate the history and representation of kinship and families, and it is this trend that we will follow.

We shall begin with a general introduction to southern Africa with a focus on South African geography, history and cultures to provide the background for our specialized reading. This will include historiographic material on the transformations of family structures and kinship terminology in southern Africa in the 19th and early 20th century to be discussed in plenary sessions. Our main text will be Terence Ranger's *Are we not also men? The Samkange Family and African Politics in Zimbabwe 1920-64* (1995) which presents four generations of Zimbabweans and explores the methodologies of writing family biographies.

From there we shall move on to Sol T. Plaatje's novel *Mhudi*, the first South African novel written by a black person. Plaatje (1876-1932), a political activist and founder-member of the forerunner of the ANC, sets his historical novel in the 1830s and negotiates issues of power and family formation in a period of conflict among different ethnic groups. He uses the Western form of the novel to discuss local issues, infusing it with song and other elements of oral literature.

Another special feature of this course will be the projects we invite you to develop on your own (or in groups) based on the issues discussed in class. We will suggest some material to you, offer consultation hours and provide the opportunity to present your projects in class. To give you enough time to prepare and to enjoy these projects, we have reduced the reading assignments and will require none of the traditional student presentations.

For further information: [jana.gohrisch@engsem.uni-hannover.de](mailto:jana.gohrisch@engsem.uni-hannover.de) or [Kirsten.Ruether@hist.uni-hannover.de](mailto:Kirsten.Ruether@hist.uni-hannover.de).

Bemerkung

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 Geschichte und Literatur des südlichen Afrika interessieren.

Literatur

BritA / AAS5

Sol T. Plaatje. *Mhudi*. Ed. By Stephen Gray. Penguin South Africa: Johannesburg 2005.

Terence Ranger. *Are we not also men? The Samkange Family and African Politics in Zimbabwe 1920-64*: London 1995.

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 copy of Plaatje's novel in the above-mentioned edition and read it in advance.

### Maori Fiction: Texts and Contexts

Seminar, SWS: 2

Grünkemeier, Ellen

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 703 II 703

Mo, Einzel, 18:00 - 21:00, 22.11.2010 - 22.11.2010, 1502 - 615 II 615 , Filmvorführung

Kommentar

In postcolonial studies, New Zealand is known for its vibrant contemporary literary and cultural scene. In this seminar our focus will be on a specific sub-category: the rich Maori literature in English. We will work on some much acclaimed contemporary authors and texts. Starting with Keri Hulme's novel *The Bone People* (winner of the Booker Prize in 1985) as an introduction to Maori fiction and its cultural issues, we will move on to Patricia Grace's *Potiki* and to Witi Ihimaera's *The Whale Rider* which has become known to an international audience especially through its successful film adaptation. In addition to our close readings, we will relate the texts to their social, political, historical and cultural contexts. Our discussion will include issues such as colonialism and its legacies, languages, identities, arts and cultures, legends and mythology.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information, please contact: [ellen.gruenkemeier@engsem.uni-hannover.de](mailto:ellen.gruenkemeier@engsem.uni-hannover.de)

Bemerkung

**Please note that Prof. Dr. Kupetz is offering a corresponding seminar on "Maori Studies in English Teacher Education" (Mo, 14:00/16:00 Uhr, Raum: 1502.615). With its educational studies perspective, the seminar will provide additional and fruitful insights. Students are more than welcome to attend both classes.**

Literatur

BritA / AAS3, AAS5

A reader with theoretical texts and context material will be provided. Students who wish to attend this course should also get hold of the following texts:

Grace, Patricia. *Potiki* . Hulme, Keri. *The Bone People: A Novel* .

Ihimaera, Witi. *The Whale Rider* .

### Progressivism and the New Woman. American Literature and Culture, 1880-1910

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Mo, wöchentl., 12:00 - 14:00, 18.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

In this course we will be concerned with American Progressivism, focusing on the heyday of the Progressive Movement at the turn of the twentieth century. This movement manifested itself in countless reform projects and in efforts at a fundamental restructuring of American society. Our focus will be on the evolving concept of the 'new woman' which became quite prominent in Progressive circles in this period of time. 'New women' took part in the Progressive Movement as activists, and they also figured as the protagonists of literary texts or other representations of the period. We will read, among other texts, Charlotte Perkins Gilman's "The Yellow Wallpaper" (1892), and Edith Wharton's *The House of Mirth* (1905); narratives which do not so much enact the 'new woman' but rather display the problems and misunderstandings which arise out of the deep-going rearrangement of gender relations and gender hierarchies of the day. We will be particularly interested in the remapping of the private and the public, of interior and exterior spaces in the culture of the Progressive era.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [ruth.mayer@engsem.uni-hannover.de](mailto:ruth.mayer@engsem.uni-hannover.de)

Bemerkung

AmerA / AAS2, AAS3

Literatur

Please purchase Edith Wharton's *A House of Mirth* (Norton Critical Edition, ISBN 978-0393959017).

A reader with additional course material will be made available in the first session of the class.

### Re-Reading the Brontës

Seminar, SWS: 2

Gohrisch, Jana

Mi, wöchentl., 10:00 - 12:00, 20.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

The novels by the Brontë sisters, esp. those by Charlotte and Emily Brontë, belong to the classic tradition of the 19<sup>th</sup>-century English novel. The texts are famous for their passionate protest against the limiting social conditions for (lower middle-class) women and their equally passionate claim for individual freedom and female independence. A closer inspection of the texts, however, reveals a tendency for compromise and submission to the social status quo. These contradictions make for interesting reading and will occupy us in our class discussions of Anne Brontë's *Agnes Grey*, Charlotte Brontë's *Jane Eyre*, and Emily Brontë's *Wuthering Heights*, all published in 1847. We shall analyse the narrative devices and major themes of the novels against the contemporary religious, social and cultural background.

Students are expected to give a presentation in class.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [jana.gohrisch@engsem.uni-hannover.de](mailto:jana.gohrisch@engsem.uni-hannover.de)

Bemerkung

BritA / AAS2

Literatur

**Please, read at least one novel in advance** and bring your own copies of the texts (Oxford Classics or the Penguin Classics edition).

## Theories and Methods of Literary Studies

Seminar, SWS: 2

Krämer, Lucia

Do, wöchentl., 14:00 - 16:00, 21.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

Oscar Wilde's novel *The Picture of Dorian Gray* will serve as the central literary text in this seminar, which will introduce students to a plurality of literary theories and methods and illustrate them by applying them to Wilde's text. The course will cover all the major theoretical approaches to literature and culture from the twentieth century, such as Structuralism, Formalism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxist Criticism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Queer Theory, Postcolonial Theory, and New Historicism and Cultural Materialism.

As a preparation for the work in class, you will have to familiarise yourselves with the key ideas of these respective approaches and read selected theoretical texts by some of their key representatives. In class, we will then discuss and systematise these ideas and try to apply them to Wilde's *The Picture of Dorian Gray* in order to illustrate the practical value of these theories and familiarise you with their terminologies. In this way you should gain an insight into the diverse approaches in current scholarship and become confident in using theory yourselves.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [lucia.kraemer@engsem.uni-hannover.de](mailto:lucia.kraemer@engsem.uni-hannover.de)

Bemerkung

BritA / AAS1

Literatur

As we will work with only one literary text, students are expected to be thoroughly familiar with Wilde's novel at the beginning of the semester. There are a number of different editions of the novel, whose texts differ quite considerably. In order to ensure that we all use the same text, students must buy the following edition:

Wilde, Oscar. *The Picture of Dorian Gray*. Ed. Joseph Bristow. Oxford: Oxford UP, 2008. (Oxford World's Classics).

A reader with the theoretical texts covered in the seminar will be available from Copyshop Stork (Körnerstraße 3) from the beginning of October.

Students are advised to begin their background reading for the course in the semester break.

### Recommended background reading (and purchase):

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester UP, 2002.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: Oxford UP, 2000.

Lodge, David, and Nigel Wood, ed. *Modern Criticism and Theory: A Reader*. 3rd ed. Harlow: Longman, 2008.

### Victorian Children's Fiction

Seminar, SWS: 2

Bennett, Peter

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

The evangelical and moralistic stories that dominated children's fiction in the first half of the nineteenth century were augmented (though not supplanted) from the 1850s onwards by fantasy, adventure and other types of story. Taking a representative variety of texts and theoretical approaches, we shall read the stories "against the grain", so to speak, in order to uncover the mechanisms by which they generate meaning and to explore their ideological, psychological and other subtexts. We shall also pay attention to specific historical and cultural factors that contributed to the busy and evolving market in Victorian children's fiction.

Would-be participants are asked to register on Stud.IP and to keep their eyes on that site before teaching begins.

Prerequisites for certificate: short presentation (SL), final essay (PL).

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

Bemerkung

BritA / AAS2

Literatur

**The first text will be uploaded beforehand and students will be asked to have read it before the first meeting.** All other texts will be announced at the first meeting. Many will be free downloads, although students may be asked to buy texts that are not available in digital form.

### Advanced English Skills

SPCS

#### Advanced English Skills: Communication Skills

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Di, wöchentl., 10:00 - 12:00, 26.10.2010 - 05.02.2011, 1502 - 615 II 615

Do, wöchentl., 14:00 - 16:00, 28.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This course aims to give students an understanding of what communication and communication skills are, and an understanding of and practical experience in media use, body language, voice training and presentation styles. This course prepares students for the academic presentations that they will hold during their studies.

*Studienleistungen:* one informal presentation

*Prüfungsleistung:* one academic presentation (based on SPAWR paper)

Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.

### Advanced English Skills: Communication Skills

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Mo, wöchentl., 10:00 - 12:00, 18.10.2010 - 05.02.2011, 1502 - 703 II 703

Di, wöchentl., 12:00 - 14:00, 26.10.2010 - 05.02.2011, 1502 - 703 II 703

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

This course aims to give students an understanding of what communication and communication skills are, and an understanding of and practical experience in media use, body language, voice training and presentation styles. This course prepares students for the academic presentations that they will hold during their studies.

*Studienleistungen:* one informal presentation

*Prüfungsleistung:* one academic presentation (based on SPAWR paper)

Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.

### SPAWR

#### Advanced English Skills: Academic Writing and Research

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Mo, wöchentl., 12:00 - 14:00, 25.10.2010 - 05.02.2011, 1502 - 703 II 703

Mo, wöchentl., 14:00 - 16:00, 25.10.2010 - 05.02.2011, 1502 - 703 II 703

Mo, wöchentl., 16:00 - 18:00, 25.10.2010 - 05.02.2011, 1502 - 703 II 703

Di, wöchentl., 14:00 - 16:00, 26.10.2010 - 05.02.2011, 1502 - 609 II 609

Do, wöchentl., 16:00 - 18:00, 28.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This course covers the basics of writing an academic research paper, including thesis statements, outlines, sources and bibliographies, citation and paraphrasing, structures of papers (titles, tables of contents, introductions, body of arguments, conclusions), structures of paragraphs, editing and the writing process. This course prepares students for the academic papers that they will write during their studies.

*Studienleistungen:* an academic paper and two other assignments which build up to the paper

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

## Writing in English

### SPTAP

### Writing in English: Textual Analysis and Production

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Mo, wöchentl., 12:00 - 14:00, 25.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

This course examines language, grammar and style of some text types (e.g., news items, biographies, literary texts, advertising, etc). Students will analyse and translate existing texts as well as compose their own original texts.

*Studienleistungen:* one translation and one textual analysis

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

### SPEW

#### Writing in English: Expository Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Di, wöchentl., 10:00 - 12:00, 26.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

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

*Studienleistungen :* two writing tasks in various genres of expository writing

*Prüfungsleistung :* in-class essay (120 minutes)

**Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

## Contexts of English Language Use

### SPEP

#### Contexts of English Language Use: English for Professional Use

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Bennett, Peter

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 05.02.2011, 1502 - 703 II 703

Do, wöchentl., 14:00 - 16:00, 28.10.2010 - 05.02.2011, 1502 - 703 II 703

Fr, wöchentl., 12:00 - 14:00, 29.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

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

*Studienleistungen:* one written task (a CV and application) and one oral presentation

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

### SPVE

**Contexts of English Language Use: Varieties of English "EngSem Yearbook"**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Mo, wöchentl., 14:00 - 16:00, 25.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This module incorporates units dealing with various varieties of language use in English. These include, but are not limited to, Newspapers, Classroom English, Children's Literature, English in Australia. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

*Studienleistungen:* two written/oral tasks

*Prüfungsleistung :* a term paper of 2500 words

This course offers students the opportunity to write and put together a publication along the lines of a yearbook or student magazine. Students will contribute written pieces, solicit texts from other students, undertake editing of texts and put together the yearbook for online publication (the Studienleistungen). The Prüfungsleistung is a reflection essay on the process. This course aims to be useful both for students who wish to be teachers (providing experience in a project which can be undertaken with school classes) and for students looking at careers outside schools (writing, editing and text production skills).

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

**Contexts of English Language Use: Varieties of English "Food and Travel Writing"**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This module incorporates units dealing with various varieties of language use in English. These include such areas as Classroom English, Science Writing, and Newspapers. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

*Studienleistungen :* two written/oral tasks

*Prüfungsleistung :* a term paper of 2500 words

Whether the subject is hiking the Appalachian Trail (Bill Bryson's *A Walk in the Woods* [1998]), or cooking and tasting almost as many parts of a pig as there are cultures which eat them (Anthony Bourdain, *A Cook's Tour* [2001 book and Food Channel series]), at its best travel and food writing can be almost as (if not more) sensual, compelling, inspiring and delicious as the activity itself. In this writing-intensive course you will learn how it is done, and try your own hand at it as well.

The writing assignments for this class will consist of three shorter (150-300 word) submissions and two somewhat longer essays (ca 500 words), along with class participation. The Prüfungsleistung will require those same submissions (the two 500-word essays will count as graded portions of the 2,500 word PL requirement) plus a 1,500 word essay (may require some research) on a nature or environmental topic of interest to the student (can build on one of the earlier submissions).

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

## Contexts of English Language Use: Varieties of English "Nature and Environmental Writing"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Di, wöchentl., 12:00 - 14:00, 26.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

This module incorporates units dealing with various varieties of language use in English. These include, but are not limited to, Newspapers, Classroom English, Children's Literature, English in Australia. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

*Studienleistungen:* two written/oral tasks

*Prüfungsleistung :* a term paper of 2500 words

Some of the best essayists in the Anglophone literary tradition were nature writers- Henry David Thoreau, Gerald Durrell and John McPhee come to mind- and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems.

Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practice many of the writing techniques utilized by the professionals.

The writing assignments for this class will consist of three short (150-300 word) submissions and two somewhat longer essays (ca 500 words), along with class participation. The Prüfungsleistung will require those same submissions (the two 500-word essays will count as graded portions of the 2,500 word PL requirement) plus a 1,500 word essay (may require some research) on a nature or environmental topic of interest to the student (which can build on one of the earlier submissions.)

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

## Foundations Literature and Culture

### Introduction to Literary Studies

Seminar, SWS: 2

Gohrisch, Jana

Mi, wöchentl., 08:00 - 10:00, 27.10.2010 - 05.02.2011, 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: regular attendance, active participation in class, reading and written homework assignments, final exam

For further information: [jana.gohrisch@engsem.uni-hannover.de](mailto:jana.gohrisch@engsem.uni-hannover.de)

Bemerkung

AmerBritF1

Literatur

Textbook:

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Translated from the German by Jane Dewhurst. Stuttgart: Klett 2005. ISBN 3-12-939619-5

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

### Introduction to Literary Studies

Seminar, SWS: 2

Emig, Rainer

Do, wöchentl., 10:00 - 12:00, 28.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

The course will teach students the skills required for the description, analysis and interpretation of literary texts from all genres (poetry, drama, and prose). It will introduce critical terms and methods and apply them in close-reading exercises to selected texts from various periods. It will also question central terms, including 'literature', 'the author', 'reading' and 'the reader', and 'meaning'. Further, it will introduce students to the basic rules of research and scholarly presentation. Students should purchase the book specified below.

Prerequisites for certificate: regular attendance, active participation in class, short oral presentation, mid-term exam, and final exam

For further information: [rainer.emig@engsem.uni-hannover.de](mailto:rainer.emig@engsem.uni-hannover.de)

Bemerkung

BritF1

Literatur

Michael Meyer, *English and American Literatures*, 3<sup>rd</sup> edition, UTB Basics (Tübingen: Francke, 2008)

### Introduction to Literary Studies

Seminar, SWS: 2

Funk, Wolfgang

Di, wöchentl., 16:00 - 18:00, 26.10.2010 - 05.02.2011, 1502 - 615 II 615

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" and "literary communication" and will help students navigate through difficult secondary material. In addition, students will be introduced to the basic rules of scholarly research and presentation.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [wolfgang.funk@engsem.uni-hannover.de](mailto:wolfgang.funk@engsem.uni-hannover.de)

Bemerkung

AmerBritF1

Literatur

**Students should purchase:**

Meyer, Michael. *English and American Literatures*. 3<sup>rd</sup> Edition. Tübingen: Francke, 2008.

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

### Introduction to Literary Studies

Seminar, SWS: 2

Künnemann (M. A.), Vanessa

Mo, wöchentl., 10:00 - 12:00, 25.10.2010 - 05.02.2011, 1502 - 609 II 609

Fr, Einzel, 14:00 - 18:00, 07.01.2011 - 07.01.2011, 1502 - 615 II 615 , Filmvorführung

Mo, Einzel, 10:00 - 12:00, 07.02.2011 - 07.02.2011, 1502 - 003 II 003 , Klausur

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

Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 20 October 2010, 1 p.m. Please also register on Stud.IP where further updates (syllabus, class readings) will be announced as the semester approaches.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [v.kuennemann@engsem.uni-hannover.de](mailto:v.kuennemann@engsem.uni-hannover.de)

### Survey of American Literatures and Cultures I

Vorlesung, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 03.02.2011, 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.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [kirsten.twelbeck@engsem.uni-hannover.de](mailto:kirsten.twelbeck@engsem.uni-hannover.de)

Bemerkung

AmerF2

Literatur

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

For general reference (not only for this class) I recommend buying *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (new revised edition, Stuttgart: Metzler, 2004) and *The Enduring Vision. A History of the American People* (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2010).

Both are standard textbooks.

### Survey of British Literatures and Cultures I

Vorlesung, SWS: 2

Emig, Rainer

Fr, wöchentl., 12:00 - 14:00, 29.10.2010 - 05.02.2011, 1208 - A001 Kesselhaus

Kommentar

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

In two survey lectures we will cover the beginnings of British cultures to roughly the 18<sup>th</sup> century and then from the 18<sup>th</sup> 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 final examination at the end of the second lecture. Each lecture contains a take-home exam for a Studienleistung. Please register for this lecture on Stud.IP, where materials for each lecture can also be found.

Prerequisites for certificate: take-home exam

For further information: [rainer.emig@engsem.uni-hannover.de](mailto:rainer.emig@engsem.uni-hannover.de)

Bemerkung

BritF2

Literatur

**Recommended background material** are *British Civilization* by John Oakland (6<sup>th</sup> edition, 2006), *Englische Literaturgeschichte* by Hans Ulrich Seeber (3<sup>rd</sup> edition, 1999), and *Englische Literatur: eine neue Darstellung aus der Sicht der Geschlechterforschung* by Ina Schabert (1997).

## Survey Literature and Culture

## Survey of American Literatures and Cultures I

Vorlesung, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 03.02.2011, 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.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [kirsten.twelbeck@engsem.uni-hannover.de](mailto:kirsten.twelbeck@engsem.uni-hannover.de)

Bemerkung

AmerF2

Literatur

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

For general reference (not only for this class) I recommend buying *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (new revised edition, Stuttgart: Metzler, 2004) and *The Enduring Vision. A History of the American People* (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2010).

Both are standard textbooks.

## Foundations Methodology of Teaching English as a Foreign Language

## Heterogeneity and Differentiated Instruction: Multilingual Learning as One Solution

Seminar, SWS: 2

Kerscher, Kundry

Do, wöchentl., 16:00 - 18:00, 21.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

Classes and learning groups of more than thirty pupils are not an invention of modern times! But classes of more than thirty children and adolescents with a growing awareness of and demand for individuality on the side of both students and parents are a serious challenge for the modern language classroom and its teachers. Especially the modern foreign language classroom with an increasing focus on communicative skills demands the necessity of individual offers for students. Since they arrive with extremely different language standards from primary schools, it is increasingly more difficult to cope with the huge gap within groups. This gap (due to various reasons) could hardly be closed if it weren't for internal differentiation. But how is differentiated instruction possible in groups of 34 students? This course will try to tackle this problem. Ideas will be introduced and discussed like using a variety of hands-on learning activities that allow choice while meeting basic key standards, using alternative assessment activities or using partner/group work effectively.

Furthermore, cross-curricular multilingual learning may be utilized to broaden the language skills of the advanced students, and at the same time not to leave behind those who struggle and thus to increase heterogeneity. The multilingualism approach will focus mainly on English and Spanish in the seminar. Therefore, a basic understanding of Spanish is a prerequisite.

In-class lectures at the University will be combined with classroom observations and group activities during the seminar.

Prerequisites: DidF1

For further information: [kundrykerscher@web.de](mailto:kundrykerscher@web.de)

Please register via Stud.IP by October 1, 2010.

Bemerkung

DidF2

Literatur

### **Recommended Literature:**

Boller, Sebastian/Rosowski, Elke/Stroot, Thea (Hg.) (2007). Heterogenität in Schule und Unterricht. Handlungsansätze zum pädagogischen Umgang mit Vielfalt. Weinheim u.a.

Wunsch, Christian (2006). Binnendifferenzierung. In: Jung, Udo H. (Hg.) (2006). Praktische Handreichungen für Fremdsprachenlehrer. Frankfurt a.M.

## Introduction to the Methodology of Teaching English

Seminar, SWS: 2

Blell, Gabriele

Di, wöchentl., 12:00 - 14:00, 19.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today:

- Promoting intercultural communicative competence (ICC)
- (Foreign) language learning as individual and collaborative achievement
- Developing learner- and learning centred teaching
- Supporting task-based learning.

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.

Please register via Stud.IP by October 1, 2010.

**For further information: [gabriele.blell@engsem.uni-hannover.de](mailto:gabriele.blell@engsem.uni-hannover.de)**

Bemerkung

DidF1

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

Recommended Literature:

Müller-Hartmann, A. & Schocker-v. Ditfurth, M.: *Introduction to English Language Teaching*. Stuttgart: Klett 2004 (obligatory)

Shrum, J. L. & Glisan, Eileen W.: *Teacher's Handbook. Contextualized Language Instruction*. Boston: Thomson & Heinle 2004.

Bausch, K.-R./ Christ, H./ Krumm, H.-J.(Hrsg.) *Handbuch Fremdsprachenunterricht* ; Tübingen: Francke 1995 (überarbeitete Auflage).

Heuer, H. und F. Klippel: *Englischmet hodik. Problemfelder, Unterrichtswirklichkeit und Handlungsempfehlungen*.

(3. Druck). Berlin: Cornelsen 1993

Jung, Udo H. (Hrsg.): *Praktische Handreichung für Fremdsprachenlehrer* . (2.Aufl.) Frankf. a. Main: Lang 1998

Timm, J.-P./ Bach, G. (Hrsg.): *Englischunterricht*. (2. Aufl.) Tübingen: Francke 1998.

Weskamp, R.: *Fachdidaktik: Grundlagen & Konzepte*. Berlin: Cornelsen 2001.

## Introduction to the Methodology of Teaching English

Seminar, SWS: 2

Becker, Carmen

Do, wöchentl., 10:00 - 12:00, 21.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This introductory methodology course is obligatory for all prospective teachers and for all BA students who plan to complete an M Ed. We recommend that BA students take this class in their 3rd or 4th semester. Non-BA students need to take this class before their intermediate exam.

This course aims at exploring and synthesizing insights from second language acquisition research studies. It aims at involving the participants in their professional development by encouraging the reflection of their own second language learning processes and discussing issues, problems, and possibilities in foreign language teaching methodology. Furthermore it aims at developing a basic methodological framework for a professional intercultural communicative language teaching practice at secondary level, which can function as a methodological springboard for future teaching.

Some of the issues that will be raised are:

SLA and implications for the classroom  
Learner differences and implications for teaching procedures  
Teacher's and learner's roles and responsibilities  
The intercultural communicative classroom/curriculum  
Learner autonomy and learner training  
Teaching the language system / developing language skills  
Planning and assessing learning

Please register by October 1, 2010 (becker.carmen@gmx.net)

Course requirements/SL: regular attendance, active participation, weekly journal (Portfolio)

PL: written module examination (about DidF1/DidF2)

Bemerkung

DidF1

Literatur

Recommended Literature:

Brown, H.D.: *Principles of Language Learning And Teaching* . New York: Longman 2000.

Hedge, T.: *Teaching and Learning in the Language Classroom* . Oxford: Oxford University Press 2000.

Müller-Hartmann, A./ Schocker-von Ditfurth, M.: *Introduction to English Language Teaching* . Stuttgart: Klett 2005.

## London Explorations

Seminar, SWS: 2

Blell, Gabriele

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar „London, thou art at the flower of cities all.“ (William Dunbar, c.1465)

London is the capital city of England and the heart of what was once the greatest empire in the world. To English people over the centuries, London has represented all that was both desirable and detestable about English life. From the Middle Ages until today London has remained a magnet for people from all over the world.

Additionally and with respect to English Language Teaching & Learning, "London" is a topic in many English course books (mostly 7<sup>th</sup> grade *GreenLine*; *EnglishG 2000*; *Nottingham Gate etc.*) and central to forms of project work in Sek. II. Based on Cultural & Social Studies and on concepts of Intercultural/Transcultural Learning we are going to 'explore' London (time, place/space and people - on- and offline) and will develop very practical materials as well.

You are asked to read the texts / do the exercises assigned and contribute actively to discussions in class. For full credits you have to give a (group) presentation in class and hand in a short and revised written paper.

Please register via Stud.IP by October 1, 2010.

For further information: [gabriele.blell@engsem.uni-hannover.de](mailto:gabriele.blell@engsem.uni-hannover.de)

Bemerkung

DidF2

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

Recommended Literature:

Gregory, Eve and Ann Williams. *City Literacies. Learning to read across generations and cultures*. London and New York: Routledge 2000.

Fox, Kate. *Watching the English*. London: Hodder & Stoughton 2005.

Hall, Stuart (ed.). *Representation. Cultural Representations and Signifying Practices*. London: Sage 1997.

Korte, Barbara & Sternberg, Claudia (ed.): *Many Voices-Many Cultures. Multicultural British Short Stories*. Stuttgart: Reclam 1997

Phillips, Mike: The Theory and practice of London's Multiculturalism In: Lucko, P. & Schlaeger, J.(eds.) *Proceedings Anglistentag 2000 Berlin*. Trier: WVT 2001, 81-94.

Teske, Doris: *Cultural Studies: GB*. Berlin: Cornelsen 2002.

### Maori Studies in English Teacher Education

Seminar, SWS: 2

Kupetz, Rita

Mo, wöchentl., 14:00 - 16:00, 18.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

We will look at the origins, culture and traditions of Maori people of Aotearoa - the land of the long white cloud - New Zealand from an educational and a postcolonial study perspective.

You are expected to study various sources, analyse them and present your findings. Furthermore, you will design materials to teach Maori studies at school and probably teach them in class (mini-practice).

**Please note that Ellen Grünkemeier offers a corresponding seminar on "Maori Fiction: Texts and Contexts" (Di, 10:00/12:00, Raum: 1502.703). With its literary and cultural studies perspective, the seminar will provide additional and fruitful insights. Students are more than welcome to attend both classes.**

**Please register via Stud.IP by October 1, 2010.**

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: rita.kupetz@engsem.uni-hannover.de

Bemerkung

DidF2

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

### Teaching Grammar and Vocabulary

Seminar, SWS: 2

Fellmann, Gabriela

Mi, wöchentl., 16:00 - 18:00, 27.10.2010 - 05.02.2011, 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.

**Please register via Stud.IP by October 1, 2010 and check there for additional information before the first meeting.**

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: FellmannG@aol.com

Bemerkung

DidF2

Literatur

A reader will be available at the copy shop Stork at the beginning of the semester.

Basic Reading:

Larsen-Freeman, Diana: *Teaching language: From grammar to grammaring*. Boston, MA: Thomson-Heinle 2003.

Larsen-Freeman, Diana: Grammar. In: Ronald Carter & David Nunan (eds.) *Teaching English to Speakers of other Languages*. CUP 2004, 34-41.

Lewis, Michael: *Implementing the Lexical Approach. Putting Theory into Practice*. Hove: Language Teaching Publications 1997.

Lindstromberg, Seth & Boers, Frank: *Teaching Chunks of Language. From noticing to remembering*. Helbling Languages 2008.

### Integrated English Practice

SPTOP

**Integrated English Practice: Topics "Cultural Currents on the American Coasts"**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

*Studienleistungen:* two written or oral tasks for all students

*Prüfungsleistung :* a term paper of 2000 words in one of the SPTOP courses

This course will explore cultures of the United States, with a focus on the coastal regions of the mainland. This will include East and West Coasts, as well as the Southeastern coasts and Gulf of Mexico region. Topics include the "culture war" since the Obama presidency, right and left-wing political movements, religion, traditions of lifestyle, food, and music, and racial and other multi-cultural issues. The two Studienleistungen will be a presentation and a translated text. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions. The Prüfungsleistung is an essay based on a topic from the course.

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

**Integrated English Practice: Topics "Movement through Music: Music as Knowledge"**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Mi, wöchentl., 16:00 - 18:00, 27.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

*Studienleistungen:* two written or oral tasks for all students

*Prüfungsleistung :* a term paper of 2000 words in one of the SPTOP courses

This course uses the medium of music to teach and expand upon various social and cultural movements in the history of the United States and Anglo-European contexts.

Various genres of music will be covered, including pop music, rap, heavy metal, country music, and various alternative forms. Social phenomena such as the anti-war movements from the 1960's to the present, civil rights and feminist movements, anarchist and punk movements will be covered, as well as issues from violence, poverty, and economy, to more abstract ideas like modern values, love, and happiness. The Studienleistungen are a translation and an oral presentation. The Prüfungsleistung is an essay based on a topic from the course.

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

SPTOP1

SPTOP2

**Bachelorarbeit**

### Examensseminar Literatur / Kultur

Seminar, SWS: 2

Gohrisch, Jana

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 709 II 709

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](mailto:jana.gohrisch@engsem.uni-hannover.de)

Literatur

Lektüreempfehlungen:

Franck, Norbert und Joachim Stary. *Die Technik des wissenschaftlichen Arbeitens. Eine praktische Anleitung*. 11. überarb. Aufl. Paderborn, München, Wien, Zürich: Schöningh 2003 (UTB).

Nünning, Vera und Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Ernst Klett Sprachen 2005.

Nünning, Ansgar, Hrsg. *Metzler-Lexikon Literatur- und Kulturtheorie: Ansätze - Personen - Grundbegriffe*. Stuttgart [u.a]: J. B. Metzler 2001.

Poplawski, Paul, ed. *English Literature in Context*. Cambridge: Cambridge University Press 2008.

Seeber, Hans-Ulrich (Hg.). *Englische Literaturgeschichte*. Stuttgart: J. B. Metzlersche Verlagsbuchhandlung 2004.

### Key Ideas in Linguistics

Kolloquium, SWS: 2

Schulze, Rainer

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examensseminar richtet sich an alle Studierenden, die kurz vor ihrer mündlichen oder schriftlichen Abschlussprüfung (BA, Staatsexamen, Magister, M. Ed.) stehen und diese im Bereich der Englischen Sprachwissenschaft ablegen wollen.

Der Veranstaltungsplan organisiert sich nach den Bedürfnissen der Teilnehmerinnen und Teilnehmer und enthält möglicherweise Gesprächsrunden zu Themen wie 'mündliche Prüfung', 'Erstellung des Thesenpapiers', 'das Verfassen fachwissenschaftlicher Arbeiten', 'Literaturrecherche' usw. Auch separate Sitzungen zu Kernbegriffen der Englischen Sprachwissenschaft (z. B. corpus linguistics, metaphor, metonymy, cognitive grammar, lexical priming, grammaticalisation usw.) sind denkbar.

Diese Veranstaltung ist keine verkürzte 'Introduction to Linguistics'!

### Key Ideas in Linguistics

Kolloquium, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examensseminar richtet sich an alle Studierenden, die kurz vor ihrer mündlichen oder schriftlichen Abschlussprüfung (BA, Staatsexamen, Magister, M. Ed.) stehen und diese im Bereich der Englischen Sprachwissenschaft ablegen wollen.

Der Veranstaltungsplan organisiert sich nach den Bedürfnissen der Teilnehmerinnen und Teilnehmer und enthält möglicherweise Gesprächsrunden zu Themen wie 'mündliche Prüfung', 'Erstellung des Thesenpapiers', 'das Verfassen fachwissenschaftlicher Arbeiten', 'Literaturrecherche' usw. Auch separate Sitzungen zu Kernbegriffen der Englischen Sprachwissenschaft (z. B. corpus linguistics, metaphor, metonymy, cognitive grammar, lexical priming, grammaticalisation usw.) sind denkbar.

Diese Veranstaltung ist keine verkürzte 'Introduction to Linguistics'!

## Bachelor Technical Education - Fach Englisch

### Foundations Linguistics 1

#### Introduction to Linguistics I

Vorlesung, SWS: 2

Shahrokny-Prehn, Arian

Mo, wöchentl., 08:00 - 10:00, 25.10.2010 - 05.02.2011, 1502 - 003 II 003

Kommentar

This course will provide 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, etc. will be addressed in the following term.

**Please note that there is an enrolment procedure to follow in order to register for this course.**

Prerequisites for SL certificate will be specified in class and/or Stud.IP

For further information: [arian.shahrokny@engsem.uni-hannover.de](mailto:arian.shahrokny@engsem.uni-hannover.de)

Bemerkung

LingF1

#### Introduction to Linguistics I

Seminar, SWS: 2

Schulze, Rainer

Mo, wöchentl., 14:00 - 16:00, 25.10.2010 - 05.02.2011, 1502 - 003 II 003

Kommentar

This course will provide 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, etc. will be addressed in the following term.

**Please note that there is an enrolment procedure to follow in order to register for this course.**

Prerequisites for certificate: regular attendance, reading assignments, active participation, final exam (*Studienleistung*)

For further information: [rainer.schulze@engsem.uni-hannover.de](mailto:rainer.schulze@engsem.uni-hannover.de)

Bemerkung

LingF1

### Introduction to Linguistics I

Seminar, SWS: 2

Gerckens, Caroline (M. A.)

Do, wöchentl., 16:00 - 18:00, 28.10.2010 - 05.02.2011, 1502 - 003 II 003

Kommentar

This course will provide 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, etc. will be addressed in the following term.

**Please note that there is an enrolment procedure to follow in order to register for this course.**

Prerequisites for SL certificate will be specified in class and/or Stud.IP

For further information: [caroline.gerckens@student.uclouvain.be](mailto:caroline.gerckens@student.uclouvain.be)

Bemerkung LingF1

### Introduction to Linguistics II

Vorlesung, SWS: 2

Gerckens, Caroline (M. A.)

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 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, corpus linguistics, speech acts and conversation.

For further information: [caroline.gerckens@student.uclouvain.be](mailto:caroline.gerckens@student.uclouvain.be)

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 Stud.IP and on a reserve shelf in the library.

## Foundations Linguistics 2

### Grammaticalization

Seminar, SWS: 2

Lohmann, Arne

Do, wöchentl., 10:00 - 12:00, 28.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

You may hold the view that grammar is a dry and boring category that does nothing more than to simply exist. This course, in contrast, asks: Where does grammar come from? The concept of grammaticalization reveals that grammar is not just "there", but is constantly changing and developing, thereby creating new forms and structures. In a narrow interpretation it describes how grammatical categories evolve out of lexical ones. However, its boundaries to related processes, such as lexicalization and analogy are often unclear. Therefore we will adopt a broader perspective and discuss grammaticalization phenomena in the wider context of linguistic change in general. In doing so, we will pay particular attention to the role of frequency of use. Frequency helps in the emergence of linguistic structure and at the same time leads to phonetic reduction and loss of form. While thus being a force of innovation in the language, curiously it can also be a conservative power, making forms resistant to analogical change. The focus of the course will be on English, however other languages will be considered for comparative purposes.

Prerequisites for certificate: will be specified

Please register via e-mail: [arne.lohmann@uni-hamburg.de](mailto:arne.lohmann@uni-hamburg.de)

Bemerkung

LingF4

### Morphology

Seminar, SWS: 2, Max. Teilnehmer: 35

Shahrokny-Prehn, Arian

Do, wöchentl., 08:00 - 10:00, 21.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

"Bambification: The mental conversion of flesh and blood living creatures into cartoon characters possessing bourgeois Judeo-Christian attitudes and morals." (Coupland 1991)

Human language is infinitely creative. New words are coined every day while others dwindle away into linguistic oblivion. In this seminar we will take a closer look at how words are structured internally (morphology) as well as how we arrive at new words (word-formation). Initially relying on the background knowledge from LingF1, we will elaborate on the basic theories tackled there in order to arrive at a deeper and fuller understanding of the processes that keep our linguistic engine running. We will, among other things, examine different word-formation processes, investigate the life-cycle of words, and analyse the (ir)regularities of inflection. Students will be encouraged to undertake their own research projects and present them in class.

!!! Class-size will be limited to 35 participants !!!

Students are asked to register for this course via Stud.IP.

For further information, please contact me at: [arian.shahrokny@engsem.uni-hannover.de](mailto:arian.shahrokny@engsem.uni-hannover.de)

Bemerkung

LingF4

### Phonetics & Phonology

Vorlesung, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 003 II 003

Kommentar

This course will take a closer look at the phonetics and phonology of English. We will look at both segmental and supra-segmental features of the reference accents of English, RP and General American. If appropriate, the theoretical angle will be contrastive, focussing on differences between German and English. In other cases, the approach will be diachronic with a special emphasis on on-going trends, variationist, with a special emphasis on the correlation of pronunciation and social groups, theoretical, with a special focus on the problems of allophony, and practical, with a special focus on handling IPA transcription.

For further information: [ulrike.altendorf@engsem.uni-hannover.de](mailto:ulrike.altendorf@engsem.uni-hannover.de)

Bemerkung

LingF3

### The Sociology of Language

Seminar, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 10:00 - 12:00, 20.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This course will introduce students to classic and current studies of English sociolinguistics. We will discuss the theoretical assumptions and methodological tools applied in these studies as well as review prominent socio-linguistic variables of English in Britain and beyond.

For further information: [ulrike.altendorf@engsem.uni-hannover.de](mailto:ulrike.altendorf@engsem.uni-hannover.de)

Bemerkung

LingF4

## Advanced English Skills

### SPCS

#### Advanced English Skills: Communication Skills

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Di, wöchentl., 10:00 - 12:00, 26.10.2010 - 05.02.2011, 1502 - 615 II 615

Do, wöchentl., 14:00 - 16:00, 28.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This course aims to give students an understanding of what communication and communication skills are, and an understanding of and practical experience in media use, body language, voice training and presentation styles. This course prepares students for the academic presentations that they will hold during their studies.

*Studienleistungen:* one informal presentation

*Prüfungsleistung:* one academic presentation (based on SPAWR paper)

Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.

### Advanced English Skills: Communication Skills

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Mo, wöchentl., 10:00 - 12:00, 18.10.2010 - 05.02.2011, 1502 - 703 II 703

Di, wöchentl., 12:00 - 14:00, 26.10.2010 - 05.02.2011, 1502 - 703 II 703

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

This course aims to give students an understanding of what communication and communication skills are, and an understanding of and practical experience in media use, body language, voice training and presentation styles. This course prepares students for the academic presentations that they will hold during their studies.

*Studienleistungen:* one informal presentation

*Prüfungsleistung:* one academic presentation (based on SPAWR paper)

Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.

### SPAWR

#### Advanced English Skills: Academic Writing and Research

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Mo, wöchentl., 12:00 - 14:00, 25.10.2010 - 05.02.2011, 1502 - 703 II 703

Mo, wöchentl., 14:00 - 16:00, 25.10.2010 - 05.02.2011, 1502 - 703 II 703

Mo, wöchentl., 16:00 - 18:00, 25.10.2010 - 05.02.2011, 1502 - 703 II 703

Di, wöchentl., 14:00 - 16:00, 26.10.2010 - 05.02.2011, 1502 - 609 II 609

Do, wöchentl., 16:00 - 18:00, 28.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This course covers the basics of writing an academic research paper, including thesis statements, outlines, sources and bibliographies, citation and paraphrasing, structures of papers (titles, tables of contents, introductions, body of arguments, conclusions), structures of paragraphs, editing and the writing process. This course prepares students for the academic papers that they will write during their studies.

*Studienleistungen:* an academic paper and two other assignments which build up to the paper

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

## Writing in English

### SPTAP

### Writing in English: Textual Analysis and Production

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Mo, wöchentl., 12:00 - 14:00, 25.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

This course examines language, grammar and style of some text types (e.g., news items, biographies, literary texts, advertising, etc). Students will analyse and translate existing texts as well as compose their own original texts.

*Studienleistungen:* one translation and one textual analysis

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

### SPEW

#### Writing in English: Expository Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Di, wöchentl., 10:00 - 12:00, 26.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

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

*Studienleistungen :* two writing tasks in various genres of expository writing

*Prüfungsleistung :* in-class essay (120 minutes)

**Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

### Intergrated English Practice

#### Integrated English Practice: Topics "Cultural Currents on the American Coasts"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

*Studienleistungen:* two written or oral tasks for all students

*Prüfungsleistung :* a term paper of 2000 words in one of the SPTOP courses

This course will explore cultures of the United States, with a focus on the coastal regions of the mainland. This will include East and West Coasts, as well as the Southeastern coasts and Gulf of Mexico region. Topics include the "culture war" since the Obama presidency, right and left-wing political movements, religion, traditions of lifestyle, food, and music, and racial and other multi-cultural issues. The two Studienleistungen will be a presentation and a translated text. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions. The Prüfungsleistung is an essay based on a topic from the course.

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

**Integrated English Practice: Topics "Movement through Music: Music as Knowledge"**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Mi, wöchentl., 16:00 - 18:00, 27.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

*Studienleistungen:* two written or oral tasks for all students

*Prüfungsleistung :* a term paper of 2000 words in one of the SPTOP courses

This course uses the medium of music to teach and expand upon various social and cultural movements in the history of the United States and Anglo-European contexts.

Various genres of music will be covered, including pop music, rap, heavy metal, country music, and various alternative forms. Social phenomena such as the anti-war movements from the 1960's to the present, civil rights and feminist movements, anarchist and punk movements will be covered, as well as issues from violence, poverty, and economy, to more abstract ideas like modern values, love, and happiness. The *Studienleistungen* are a translation and an oral presentation. The *Prüfungsleistung* is an essay based on a topic from the course.

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

SPTOP1

SPTOP2

**Foundations Methodology of Teaching English as a Foreign Language**

## Heterogeneity and Differentiated Instruction: Multilingual Learning as One Solution

Seminar, SWS: 2

Kerscher, Kundry

Do, wöchentl., 16:00 - 18:00, 21.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

Classes and learning groups of more than thirty pupils are not an invention of modern times! But classes of more than thirty children and adolescents with a growing awareness of and demand for individuality on the side of both students and parents are a serious challenge for the modern language classroom and its teachers. Especially the modern foreign language classroom with an increasing focus on communicative skills demands the necessity of individual offers for students. Since they arrive with extremely different language standards from primary schools, it is increasingly more difficult to cope with the huge gap within groups. This gap (due to various reasons) could hardly be closed if it weren't for internal differentiation. But how is differentiated instruction possible in groups of 34 students? This course will try to tackle this problem. Ideas will be introduced and discussed like using a variety of hands-on learning activities that allow choice while meeting basic key standards, using alternative assessment activities or using partner/group work effectively.

Furthermore, cross-curricular multilingual learning may be utilized to broaden the language skills of the advanced students, and at the same time not to leave behind those who struggle and thus to increase heterogeneity. The multilingualism approach will focus mainly on English and Spanish in the seminar. Therefore, a basic understanding of Spanish is a prerequisite.

In-class lectures at the University will be combined with classroom observations and group activities during the seminar.

Prerequisites: DidF1

For further information: [kundrykerscher@web.de](mailto:kundrykerscher@web.de)

Please register via Stud.IP by October 1, 2010.

Bemerkung

DidF2

Literatur

**Recommended Literature:**

Boller, Sebastian/Rosowski, Elke/Stroot, Thea (Hg.) (2007). Heterogenität in Schule und Unterricht. Handlungsansätze zum pädagogischen Umgang mit Vielfalt. Weinheim u.a.

Wunsch, Christian (2006). Binnendifferenzierung. In: Jung, Udo H. (Hg.) (2006). Praktische Handreichungen für Fremdsprachenlehrer. Frankfurt a.M.

**Introduction to the Methodology of Teaching English**

Seminar, SWS: 2

Blell, Gabriele

Di, wöchentl., 12:00 - 14:00, 19.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today:

- Promoting intercultural communicative competence (ICC)
- (Foreign) language learning as individual and collaborative achievement
- Developing learner- and learning centred teaching
- Supporting task-based learning.

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.

Please register via Stud.IP by October 1, 2010.

**For further information: [gabriele.blell@engsem.uni-hannover.de](mailto:gabriele.blell@engsem.uni-hannover.de)**

Bemerkung

DidF1

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

Recommended Literature:

Müller-Hartmann, A. & Schocker-v. Ditfurth, M.: *Introduction to English Language Teaching*. Stuttgart: Klett 2004 (obligatory)

Shrum, J. L. & Glisan, Eileen W.: *Teacher's Handbook. Contextualized Language Instruction*. Boston: Thomson & Heinle 2004.

Bausch, K.-R./ Christ, H./ Krumm, H.-J.(Hrsg.) *Handbuch Fremdsprachenunterricht* ; Tübingen: Francke 1995 (überarbeitete Auflage).

Heuer, H. und F. Klippel: *Englischmet hodik. Problemfelder, Unterrichtswirklichkeit und Handlungsempfehlungen*.

(3. Druck). Berlin: Cornelsen 1993

Jung, Udo H. (Hrsg.): *Praktische Handreichung für Fremdsprachenlehrer* . (2.Aufl.) Frankf. a. Main: Lang 1998

Timm, J.-P./ Bach, G. (Hrsg.): *Englischunterricht*. (2. Aufl.) Tübingen: Francke 1998.

Weskamp, R.: *Fachdidaktik: Grundlagen & Konzepte*. Berlin: Cornelsen 2001.

**Introduction to the Methodology of Teaching English**

Seminar, SWS: 2

Becker, Carmen

Do, wöchentl., 10:00 - 12:00, 21.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This introductory methodology course is obligatory for all prospective teachers and for all BA students who plan to complete an M Ed. We recommend that BA students take this class in their 3rd or 4th semester. Non-BA students need to take this class before their intermediate exam.

This course aims at exploring and synthesizing insights from second language acquisition research studies. It aims at involving the participants in their professional development by encouraging the reflection of their own second language learning processes and discussing issues, problems, and possibilities in foreign language teaching methodology. Furthermore it aims at developing a basic methodological framework for a professional intercultural communicative language teaching practice at secondary level, which can function as a methodological springboard for future teaching.

Some of the issues that will be raised are:

SLA and implications for the classroom  
Learner differences and implications for teaching procedures  
Teacher's and learner's roles and responsibilities  
The intercultural communicative classroom/curriculum  
Learner autonomy and learner training  
Teaching the language system / developing language skills  
Planning and assessing learning

Please register by October 1, 2010 (becker.carmen@gmx.net)

Course requirements/SL: regular attendance, active participation, weekly journal (Portfolio)

PL: written module examination (about DidF1/DidF2)

Bemerkung

DidF1

Literatur

Recommended Literature:

Brown, H.D.: *Principles of Language Learning And Teaching* . New York: Longman 2000.

Hedge, T.: *Teaching and Learning in the Language Classroom* . Oxford: Oxford University Press 2000.

Müller-Hartmann, A./ Schocker-von Ditfurth, M.: *Introduction to English Language Teaching* . Stuttgart: Klett 2005.

## London Explorations

Seminar, SWS: 2

Blell, Gabriele

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar „London, thou art at the flower of cities all.“ (William Dunbar, c.1465)

London is the capital city of England and the heart of what was once the greatest empire in the world. To English people over the centuries, London has represented all that was both desirable and detestable about English life. From the Middle Ages until today London has remained a magnet for people from all over the world.

Additionally and with respect to English Language Teaching & Learning, "London" is a topic in many English course books (mostly 7<sup>th</sup> grade *GreenLine*; *EnglishG 2000*; *Nottinghill Gate etc.*) and central to forms of project work in Sek. II. Based on Cultural & Social Studies and on concepts of Intercultural/Transcultural Learning we are going to 'explore' London (time, place/space and people - on- and offline) and will develop very practical materials as well.

You are asked to read the texts / do the exercises assigned and contribute actively to discussions in class. For full credits you have to give a (group) presentation in class and hand in a short and revised written paper.

Please register via Stud.IP by October 1, 2010.

For further information: [gabriele.blell@engsem.uni-hannover.de](mailto:gabriele.blell@engsem.uni-hannover.de)

Bemerkung

DidF2

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

Recommended Literature:

Gregory, Eve and Ann Williams. *City Literacies. Learning to read across generations and cultures*. London and New York: Routledge 2000.

Fox, Kate. *Watching the English*. London: Hodder & Stoughton 2005.

Hall, Stuart (ed.). *Representation. Cultural Representations and Signifying Practices*. London: Sage 1997.

Korte, Barbara & Sternberg, Claudia (ed.): *Many Voices-Many Cultures. Multicultural British Short Stories*. Stuttgart: Reclam 1997

Phillips, Mike: The Theory and practice of London's Multiculturalism In: Lucko, P. & Schlaeger, J.(eds.) *Proceedings Anglistentag 2000 Berlin*. Trier: WVT 2001, 81-94.

Teske, Doris: *Cultural Studies: GB*. Berlin: Cornelsen 2002.

### Maori Studies in English Teacher Education

Seminar, SWS: 2

Kupetz, Rita

Mo, wöchentl., 14:00 - 16:00, 18.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

We will look at the origins, culture and traditions of Maori people of Aotearoa - the land of the long white cloud - New Zealand from an educational and a postcolonial study perspective.

You are expected to study various sources, analyse them and present your findings. Furthermore, you will design materials to teach Maori studies at school and probably teach them in class (mini-practice).

**Please note that Ellen Grünkemeier offers a corresponding seminar on "Maori Fiction: Texts and Contexts" (Di, 10:00/12:00, Raum: 1502.703). With its literary and cultural studies perspective, the seminar will provide additional and fruitful insights. Students are more than welcome to attend both classes.**

**Please register via Stud.IP by October 1, 2010.**

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: rita.kupetz@engsem.uni-hannover.de

Bemerkung

DidF2

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

### Teaching Grammar and Vocabulary

Seminar, SWS: 2

Fellmann, Gabriela

Mi, wöchentl., 16:00 - 18:00, 27.10.2010 - 05.02.2011, 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.

**Please register via Stud.IP by October 1, 2010 and check there for additional information before the first meeting.**

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: FellmannG@aol.com

Bemerkung

DidF2

Literatur

A reader will be available at the copy shop Stork at the beginning of the semester.

Basic Reading:

Larsen-Freeman, Diana: *Teaching language: From grammar to grammaring*. Boston, MA: Thomson-Heinle 2003.

Larsen-Freeman, Diana: Grammar. In: Ronald Carter & David Nunan (eds.) *Teaching English to Speakers of other Languages*. CUP 2004, 34-41.

Lewis, Michael: *Implementing the Lexical Approach. Putting Theory into Practice*. Hove: Language Teaching Publications 1997.

Lindstromberg, Seth & Boers, Frank: *Teaching Chunks of Language. From noticing to remembering*. Helbling Languages 2008.

### Foundations Literature and Culture

### Introduction to Literary Studies

Seminar, SWS: 2

Gohrisch, Jana

Mi, wöchentl., 08:00 - 10:00, 27.10.2010 - 05.02.2011, 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: regular attendance, active participation in class, reading and written homework assignments, final exam

For further information: [jana.gohrisch@engsem.uni-hannover.de](mailto:jana.gohrisch@engsem.uni-hannover.de)

Bemerkung

AmerBritF1

Literatur

Textbook:

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Translated from the German by Jane Dewhurst. Stuttgart: Klett 2005. ISBN 3-12-939619-5

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

### Introduction to Literary Studies

Seminar, SWS: 2

Emig, Rainer

Do, wöchentl., 10:00 - 12:00, 28.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

The course will teach students the skills required for the description, analysis and interpretation of literary texts from all genres (poetry, drama, and prose). It will introduce critical terms and methods and apply them in close-reading exercises to selected texts from various periods. It will also question central terms, including 'literature', 'the author', 'reading' and 'the reader', and 'meaning'. Further, it will introduce students to the basic rules of research and scholarly presentation. Students should purchase the book specified below.

Prerequisites for certificate: regular attendance, active participation in class, short oral presentation, mid-term exam, and final exam

For further information: [rainer.emig@engsem.uni-hannover.de](mailto:rainer.emig@engsem.uni-hannover.de)

Bemerkung

BritF1

Literatur

Michael Meyer, *English and American Literatures*, 3<sup>rd</sup> edition, UTB Basics (Tübingen: Francke, 2008)

### Introduction to Literary Studies

Seminar, SWS: 2

Funk, Wolfgang

Di, wöchentl., 16:00 - 18:00, 26.10.2010 - 05.02.2011, 1502 - 615 II 615

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" and "literary communication" and will help students navigate through difficult secondary material. In addition, students will be introduced to the basic rules of scholarly research and presentation.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [wolfgang.funk@engsem.uni-hannover.de](mailto:wolfgang.funk@engsem.uni-hannover.de)

Bemerkung

AmerBritF1

Literatur

**Students should purchase:**

Meyer, Michael. *English and American Literatures*. 3<sup>rd</sup> Edition. Tübingen: Francke, 2008.

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

### Introduction to Literary Studies

Seminar, SWS: 2

Künnemann (M. A.), Vanessa

Mo, wöchentl., 10:00 - 12:00, 25.10.2010 - 05.02.2011, 1502 - 609 II 609

Fr, Einzel, 14:00 - 18:00, 07.01.2011 - 07.01.2011, 1502 - 615 II 615 , Filmvorführung

Mo, Einzel, 10:00 - 12:00, 07.02.2011 - 07.02.2011, 1502 - 003 II 003 , Klausur

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

Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 20 October 2010, 1 p.m. Please also register on Stud.IP where further updates (syllabus, class readings) will be announced as the semester approaches.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [v.kuennemann@engsem.uni-hannover.de](mailto:v.kuennemann@engsem.uni-hannover.de)

### Survey of American Literatures and Cultures I

Vorlesung, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 03.02.2011, 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.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [kirsten.twelbeck@engsem.uni-hannover.de](mailto:kirsten.twelbeck@engsem.uni-hannover.de)

Bemerkung

AmerF2

Literatur

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

For general reference (not only for this class) I recommend buying *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (new revised edition, Stuttgart: Metzler, 2004) and *The Enduring Vision. A History of the American People* (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2010).

Both are standard textbooks.

### Survey of British Literatures and Cultures I

Vorlesung, SWS: 2

Emig, Rainer

Fr, wöchentl., 12:00 - 14:00, 29.10.2010 - 05.02.2011, 1208 - A001 Kesselhaus

Kommentar

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

In two survey lectures we will cover the beginnings of British cultures to roughly the 18<sup>th</sup> century and then from the 18<sup>th</sup> 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 final examination at the end of the second lecture. Each lecture contains a take-home exam for a Studienleistung. Please register for this lecture on Stud.IP, where materials for each lecture can also be found.

Prerequisites for certificate: take-home exam

For further information: [rainer.emig@engsem.uni-hannover.de](mailto:rainer.emig@engsem.uni-hannover.de)

Bemerkung

BritF2

Literatur

**Recommended background material** are *British Civilization* by John Oakland (6<sup>th</sup> edition, 2006), *Englische Literaturgeschichte* by Hans Ulrich Seeber (3<sup>rd</sup> edition, 1999), and *Englische Literatur: eine neue Darstellung aus der Sicht der Geschlechterforschung* by Ina Schabert (1997).

### Schlüsselkompetenzen

Für weitere Veranstaltungen siehe das Angebot des Zentrums für Schlüsselkompetenzen.

### Creative Writing

Sonstige, SWS: 2

Hamilton-Bick, Jeanne

Mi, wöchentl., 14:00 - 16:00, 27.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

Students will learn about the writing process and compose and edit their own compositions on a variety of topics. Students are required to participate actively each week and complete all oral or written tasks set by the instructor.

The class size will be limited to 25 students. If more than 25 students want to take the course, priority will be given to students in higher semesters.

**Registration is not required, but possible via the registration forms online, which should be put into the boxes on the 7<sup>th</sup> floor.**

### English Theatre Workshop

Sonstige, SWS: 4

Bennett, Peter

Mi, wöchentl., 14:00 - 18:00, 20.10.2010 - 05.02.2011, 1501 - -119 K119

Kommentar

The aim, as usual, will be to perform an English-language play in the final week of the teaching period. The chosen play will be announced no later than the first meeting, possibly beforehand by posters in the English Department. All students who are interested are warmly invited to the first meeting, which begins punctually at 14:00. Come and find out what is happening. Nobody will be asked to commit themselves in the first two weeks. No experience necessary.

To find out more, navigate to "Theatre Group" from the homepage of the English Department or contact Peter Bennett ([peter.bennett@engsem.uni-hannover.de](mailto:peter.bennett@engsem.uni-hannover.de)).

Full participation in the workshop project will entitle students to two certificates for the *Schlüsselkompetenzen*, category A and category B.

Prerequisites: curiosity, goodwill, enthusiasm

### Inspiration - Sensation - Kommunikation. Ausstellungsmanagement und die neue Rolle der Museen

Seminar, SWS: 2

Ziessow, Karl-Heinz (Prüfer/-in)

Fr, wöchentl., 12:00 - 14:00, 22.10.2010 - 05.02.2011, 1146 - B209

Kommentar

Museen positionieren sich heute an sehr unterschiedlichen Orten der Zivilgesellschaft und interpretieren das kulturelle Erbe vor allem als Anlass und Ausgangspunkt sozialer Erfahrung. Sie verstehen sich in ihrer Rolle als Kulturvermittler ganz wesentlich als Erfahrungsräume und als Medien der Kommunikation. Museums- und Ausstellungsmanagement stellen das Publikum mehr denn je in den Mittelpunkt ihrer Überlegungen. Die Veranstaltung bietet eine Einführung in verschiedene Positionen zur Museums- und Ausstellungsentwicklung. Sie diskutiert internationale Ansätze des Museumsmanagements und der Ausstellungs-gestaltung und verfolgt an konkreten Beispielen die inhaltliche und organisatorische Konzeptionierung von Ausstellungsprojekten.

Nähere Informationen zur Veranstaltung ab 1. Oktober 2010 unter [www.ballodora.de](http://www.ballodora.de).

Bemerkung

Es besteht – in begrenztem Umfang – die Möglichkeit eines Praktikums im Museumsdorf Cloppenburg. Die Veranstaltung ist für Studierende anderer Fächer der Philosophischen Fakultät im Bereich Schlüsselkompetenzen geöffnet!

Literatur

Gottfried Korff: Museumsdinge, deponieren - exponieren. 2. Aufl. Köln/Weimar/Wien 2007;

Hartmut John/Anja Dauschek (Hg.): Museen neu denken. Perspektiven der Kulturvermittlung und Zielgruppenarbeit. Bielefeld 2008;

Gail Dexter Lord/Barry Lord (Hg.): The Manual of Museum Management. 2. Aufl. Lanham/New York/Toronto 2009;

Kurt Dröge/Detlef Hoffmann (Hg.): Museum revisited. Transdisziplinäre Perspektiven auf eine Institution im Wandel. Bielefeld 2010.

**Praxisseminar „Wissenschaftliche Aufbereitung von Zeitzeugeninterviews“**

Seminar, SWS: 2, Max. Teilnehmer: 20

Hermel M.A., Shaun (verantwortlich) / Weise, M.A., Anton (Prüfer/-in)

Fr, wöchentl., 10:00 - 12:00, 22.10.2010 - 05.02.2011, 1146 - B112

Fr, Einzel, 10:00 - 12:00, 21.01.2011 - 21.01.2011, 1146 - B209, Raumwechsel wg. anderer

Blockveranstaltung

Kommentar

Das Seminar schließt an die Veranstaltung im Sommersemester zum Thema „Zeitzeugeninterviews zum Kriegsende 1945“ an und arbeitet mit dem gesammelten Material dieser Veranstaltung. Das Seminar will Konzepte zur Nutzung der Videointerviews entwickeln und den wissenschaftlichen Zugang gewährleisten. Dazu gehört eine umfangreiche, inhaltliche Erschließung inklusive Transkriptionen und Verschlagwortung der Interviews. Außerdem diskutiert das Seminar die Frage nach der Objektivität der Quellen und versucht, einzelne Aussagen miteinander in Beziehung zu setzen. Zudem setzt sich das Seminar mit den gestalterischen Möglichkeiten der Postproduktion von Film auseinander und versucht, kurze Dokumentationen zu unterschiedlichen Themenbereichen zu erstellen.

Bemerkung

Die Teilnehmerzahl ist auf maximal 20 Studierende begrenzt. Die Lehrveranstaltung ist für Studierende anderer Fächer der Philosophischen Fakultät frei.

Literatur

Baranowski, Daniel [Hg.]. "Ich bin die Stimme der sechs Millionen", Das Videoarchiv im Ort der Information, Berlin, 2009.

**Masterstudiengang an berufsbildenden Schulen -Fach Englisch****Advanced Linguistics****English and German in Comparison and Contrast**

Seminar, SWS: 2

Schulze, Rainer / Diewald, Gabriele

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 003 II 003

Kommentar

This seminar will present a comprehensive and fine-grained analysis of the major contrasts between English and German with the aim of showing how far two closely related languages have moved apart and of providing new foundations for the study and the teaching of English from the perspective of German and the study of German from the perspective of English. This advanced seminar will be based on a thorough exploration of the relevant literature on the two languages and on language typology in general. Areas that will be covered include inflectional morphology, tense and aspect, grammatical relations, internal and external possessors, voice: active and passive, reflexivity and intensification, word order and sentence types, *wh*-movement and relativization, non-finite subordination, and contrasts in the lexicon.

Please register for this advanced seminar on Stud.IP by October 1, 2010, and check there for updates and additional information as the winter term approaches.

Prerequisites for SL certificate will be specified in class and/or Stud.IP

For further information: [rainer.schulze@engsem.uni-hannover.de](mailto:rainer.schulze@engsem.uni-hannover.de)

Bemerkung

LingA1, LingA2 / FAL5.1, FAL 5.2

Literatur

The seminar will be based on the following textbook: König, Ekkehard and Volker Gast. 2009. *Understanding English-German Contrasts*. 2<sup>nd</sup> ed. Berlin: Erich Schmidt Verlag. Parts of the book will be made available in a reader.

### Principles of Language Change

Seminar, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 08:00 - 10:00, 20.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This course will review language-external and language-internal principles of language change. Language-external factors to be treated are, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms comprise the notions of markedness and naturalness as well as the economy of the language system. All principles will be applied to the history of English beginning as early as 449 AD and taking it right through to the present day.

For further information: [ulrike.altendorf@engsem.uni-hannover.de](mailto:ulrike.altendorf@engsem.uni-hannover.de)

Bemerkung

LingA1, LingA2 / FAL1

### Research Methods in Linguistics

Seminar, SWS: 2

Schulze, Rainer

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This advanced seminar will guide the participants through the key issues, principles, and core contributions of core methods in linguistic research.

Topics will include: developing research questions, combining methods, quantitative research designs (including questionnaires), corpus analysis, qualitative research methods (discourse analytical approaches, linguistic ethnography, interviews and focus groups, multimodal analysis, and narrative analysis). With each class offering an overview of key issues, many examples from recent linguistic research, and suggestions for further reading, this seminar will be a valuable resource for anyone working with linguistic data.

**Please register for this seminar on Stud.IP by October 1, 2010, and check there for updates and additional information as the winter term approaches.**

Prerequisites for SL certificate: will be specified in class and/or Stud.IP

For further information: [rainer.schulze@engsem.uni-hannover.de](mailto:rainer.schulze@engsem.uni-hannover.de)

Bemerkung

LingA1, LingA2 / FAL2

### Contexts of English Language Use

#### SPEP

#### Contexts of English Language Use: English for Professional Use

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Bennett, Peter

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 05.02.2011, 1502 - 703 II 703

Do, wöchentl., 14:00 - 16:00, 28.10.2010 - 05.02.2011, 1502 - 703 II 703

Fr, wöchentl., 12:00 - 14:00, 29.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

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

*Studienleistungen:* one written task (a CV and application) and one oral presentation

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

## SPVE

**Contexts of English Language Use: Varieties of English "EngSem Yearbook"**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Mo, wöchentl., 14:00 - 16:00, 25.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This module incorporates units dealing with various varieties of language use in English. These include, but are not limited to, Newspapers, Classroom English, Children's Literature, English in Australia. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

*Studienleistungen:* two written/oral tasks

*Prüfungsleistung:* a term paper of 2500 words

This course offers students the opportunity to write and put together a publication along the lines of a yearbook or student magazine. Students will contribute written pieces, solicit texts from other students, undertake editing of texts and put together the yearbook for online publication (the Studienleistungen). The Prüfungsleistung is a reflection essay on the process. This course aims to be useful both for students who wish to be teachers (providing experience in a project which can be undertaken with school classes) and for students looking at careers outside schools (writing, editing and text production skills).

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

**Contexts of English Language Use: Varieties of English "Food and Travel Writing"**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This module incorporates units dealing with various varieties of language use in English. These include such areas as Classroom English, Science Writing, and Newspapers. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

*Studienleistungen:* two written/oral tasks

*Prüfungsleistung:* a term paper of 2500 words

Whether the subject is hiking the Appalachian Trail (Bill Bryson's *A Walk in the Woods* [1998]), or cooking and tasting almost as many parts of a pig as there are cultures which eat them (Anthony Bourdain, *A Cook's Tour* [2001 book and Food Channel series]), at its best travel and food writing can be almost as (if not more) sensual, compelling, inspiring and delicious as the activity itself. In this writing-intensive course you will learn how it is done, and try your own hand at it as well.

The writing assignments for this class will consist of three shorter (150-300 word) submissions and two somewhat longer essays (ca 500 words), along with class participation. The Prüfungsleistung will require those same submissions (the two 500-word essays will count as graded portions of the 2,500 word PL requirement) plus a 1,500 word essay (may require some research) on a nature or environmental topic of interest to the student (can build on one of the earlier submissions).

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

### Contexts of English Language Use: Varieties of English "Nature and Environmental Writing"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Di, wöchentl., 12:00 - 14:00, 26.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

This module incorporates units dealing with various varieties of language use in English. These include, but are not limited to, Newspapers, Classroom English, Children's Literature, English in Australia. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

*Studienleistungen:* two written/oral tasks

*Prüfungsleistung :* a term paper of 2500 words

Some of the best essayists in the Anglophone literary tradition were nature writers- Henry David Thoreau, Gerald Durrell and John McPhee come to mind- and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems.

Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practice many of the writing techniques utilized by the professionals.

The writing assignments for this class will consist of three short (150-300 word) submissions and two somewhat longer essays (ca 500 words), along with class participation. The Prüfungsleistung will require those same submissions (the two 500-word essays will count as graded portions of the 2,500 word PL requirement) plus a 1,500 word essay (may require some research) on a nature or environmental topic of interest to the student (which can build on one of the earlier submissions.)

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

### Advanced Methodology of Teaching English as FL

**Fachpraktikum (Februar / März 2011)**

Fachpraktikum

Kupetz, Rita

Kommentar

**Anmeldung (sechs Plätze) bis 30.10.10 per E-Mail bei Prof. Dr. Kupetz.**

Die Vergabe der Plätze erfolgt in der Reihenfolge der Anmeldung.

Bemerkung

DidFP

### Interaction in the foreign language classroom

Seminar, SWS: 2

Kupetz, Rita

Mi, wöchentl., 10:00 - 12:00, 20.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

It has become a tradition in teacher education at the English department of the Leibniz University in Hannover to incorporate issues of interaction and language learning in the curriculum, e.g. by employing a discourse analytical approach. Goals of the seminar are to

study the opportunities created for language learning through interaction investigate the link between interaction and L2 examine language related episodes study the extent to which the learner's linguistic abilities are stretched.

We will combine classroom research and videography. Furthermore, you will be encouraged to design tasks for interaction in the foreign language classroom. The course will be Learnweb 2.0 enhanced.

Please register via Stud.IP by October 1, 2010.

Prerequisites for certificate: will be specified in class and/or Stud.IP

Bemerkung

DidA

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

**Required Materials:**

Demo, Douglas A.: *Discourse Analysis for Language Teachers*. CAL Digest EDO-FL-01-07. 2001.

Mackey, Alison (ed.): *Conversational Interaction in Second Language Acquisition: A collection of empirical studies*. Oxford. OUP 2007.

Seedhouse, Paul: *The Interactional Architecture of the Language Classroom: A Conversation Analysis Perspective*. Oxford: Blackwell 2004.

## Planung und Analyse von Englischunterricht

Seminar, SWS: 2

Kupetz, Rita

Mo, wöchentl., 12:00 - 14:00, 18.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

**Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden und dient der Vorbereitung auf das Fachpraktikum.**

**Es werden Aufzeichnungen von Unterricht analysiert und Unterrichtssequenzen geplant.**

**Die Veranstaltung ist stufen- und schulartübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart.**

**Anmeldung über Stud.IP bis 01.10.2010.**

Voraussetzungen: ASP; DidF1 und DidF2

Bemerkung

DidPA

Literatur

Ein Reader ist erhältlich im Copy Shop Stork (Körnerstraße)

Bach, Gerhard & Johannes-Peter Timm (Hrsg.): *Englischunterricht. Grundlagen und Methoden einer handlungs-orientierten Unterrichtspraxis*. Tübingen: Francke 1989.

Heuer, Helmut & Friederike Klippel: *Englischmethodik. Problemfelder, Unterrichtswirklichkeit und Handlungs-empfehlungen*. Berlin: Cornelsen 1993.

Meyer, Hilbert: *Unterrichtsmethoden*, 2 Bände, Berlin: Cornelsen Scriptor 2001.

Mindt, Dieter: *Unterrichtsplanung Englisch für die Sekundarstufe I* (Neubearbeitung). Stuttgart: Klett 1995.

Schaefer, Klaus: *So schaffen Sie den Englischunterricht*. Münster: Aschendorff 1992.

Timm, Johannes-Peter. (Hrsg.): *Englisch lernen und lehren. Didaktik des Englischunterrichts*. Berlin: Cornelsen 1998.

Ziegésar, Detlev von & Margaret von: *Einführung von Grammatik im Englischunterricht: Materialien und Modelle*. München: Oldenbourg 2001.

## Planung und Analyse von Englischunterricht

Seminar, SWS: 2

Vinals-Stein, Nicole

Di, wöchentl., 16:00 - 18:00, 26.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden und dient der Vorbereitung auf das Fachpraktikum.

Es werden Aufzeichnungen von Unterricht analysiert und Unterrichtssequenzen geplant.

Die Veranstaltung ist stufen- und schulartübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart.

**Anmeldung über Stud.IP bis 01.10.2010.**

Voraussetzungen: ASP; DidF1 und DidF2

Bemerkung

DidPA

Literatur

Ein Reader ist erhältlich im Copy Shop Stork (Körnerstraße)

Bach, Gerhard & Johannes-Peter Timm (Hrsg.): *Englischunterricht. Grundlagen und Methoden einer handlungs-orientierten Unterrichtspraxis*. Tübingen: Francke 1989.

Heuer, Helmut & Friederike Klippel: *Englischmethodik. Problemfelder, Unterrichtswirklichkeit und Handlungs-empfehlungen*. Berlin: Cornelsen 1993.

Meyer, Hilbert: *Unterrichtsmethoden*, 2 Bände, Berlin: Cornelsen Scriptor 2001.

Mindt, Dieter: *Unterrichtsplanung Englisch für die Sekundarstufe I* (Neubearbeitung). Stuttgart: Klett 1995.

Schaefer, Klaus: *So schaffen Sie den Englischunterricht*. Münster: Aschendorff 1992.

Timm, Johannes-Peter. (Hrsg.): *Englisch lernen und lehren. Didaktik des Englischunterrichts*. Berlin: Cornelsen 1998.

Ziegésar, Detlev von & Margaret von: *Einführung von Grammatik im Englischunterricht: Materialien und Modelle*. München: Oldenbourg 2001.

### Poetry in the English Language Classroom (Sek I/II)

Seminar, SWS: 2

Blell, Gabriele

Do, wöchentl., 10:00 - 12:00, 21.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

Handling poetry is the area of the primary and the secondary English curriculum where teachers feel most uncertain of their knowledge, most uncomfortable about their methods and most guilty about both.

The course will present different approaches to teaching poetry; processes of reading and responding to poetry will be in the centre of discussion. We will deal with methods of analyzing poetry in the English language classroom and subsequently promote creative ways of dealing with poetry in a learner- and activity based way.

You are asked to read the texts / do the exercises assigned and contribute actively to discussions in class. For full credits (Prüfungsleistung) you have to write a term paper (5000 words).

Please register via Stud.IP by October 1, 2010.

For further information: [gabriele.blell@engsem.uni-hannover.de](mailto:gabriele.blell@engsem.uni-hannover.de)

Bemerkung

DidA

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

Recommended Literature:

Benton, P.: *Young Readers Responding to Poems* . London & New York: Routledge 1988.

Benton, M.: *Secondary Worlds: Literature Teaching and the Visual Arts* . Open UP. 1992.

### Shakespeare's *The Taming of the Shrew* and the Teaching of the Text

Seminar, SWS: 2

Blell, Gabriele

Do, wöchentl., 14:00 - 16:00, 21.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

Throughout the history of English language teaching Shakespeare's plays have been a favourite teaching material in the classroom. Seeing them solely as timeless literary masterpieces neglects how they participate in lively controversies in Early Modern England and in recent critical debates. By looking at the historical context we can recreate the conflicts surrounding women's status, marriage, domesticity, disorder and violence which were part of a process of social change. The play articulates the anxieties of a patriarchal culture under pressure, destabilized by contradictory notions of femininity, masculinity and social power which still relate in surprising ways to contemporary gender debates.

Based on this cultural approach we will look at contemporary learner- and activity-oriented approaches to teaching Shakespeare in the EFL-classroom. By letting your learners choose different activities, explore his texts in a more creative way and experiment with the playwright, they can make their own interpretations of Shakespeare's language, characters and stories. Whatever they do, they should remember that Shakespeare wrote his plays to be acted, watched and enjoyed. The following topics will be discussed among others: problems of literary translation, critical evaluation of Shakespeare-textbooks for school; the bard performed or in the movies; Shakespeare and the internet etc.

Please register via Stud.IP by October 1, 2010.

For further information: [gabriele.blell@engsem.uni-hannover.de](mailto:gabriele.blell@engsem.uni-hannover.de)

Bemerkung

DidA

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

#### Recommended Literature:

Dolan, Frances (ed.): *William Shakespeare: The Taming of the Shrew. Texts and Contexts*. New York: Bedford Books of St. Martin's Press 1996.

Gibson, Rex (ed.): *Shakespeare: The Taming of the Shrew*. CUP 1996.

Gibson, Rex: *Teaching Shakespeare* (7<sup>th</sup> ed.). CUP 2003.

### Teaching Practice as Foreign Language Assistant

Wochenendseminar

Ruhm, Hannah

Sa, Einzel, 10:00 - 18:00, 29.01.2011 - 29.01.2011, 1502 - 613 II 613

Kommentar

This preparation 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) and develop and discuss different activities and resources for teaching German as a foreign language.

**Please note: This course is obligatory for BA or M. Ed. 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.

**DidPA is obligatory for all MEd. students.**

**Please register for this course by January 6, 2011 ([hannah.ruhm@engsem.uni-hannover.de](mailto:hannah.ruhm@engsem.uni-hannover.de))**

Bemerkung

DidPA

## Intermediate Literature Culture

### Art for Art's Sake? – Aestheticism and Decadence in late Victorian Literature and Culture

Seminar, SWS: 2

Funk, Wolfgang

Mi, wöchentl., 10:00 - 12:00, 20.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

In this course, we will take a fresh look at a movement that has often been regarded as the epitome of artistic self-adulation and quixotic eccentricity: aestheticism. In order to do so, we will examine the theoretical 'foundations' of aestheticism laid down by the likes of Baumgarten, Huysmans and Walter Pater and establish a framework of the socio-political-cultural background of Victorian Britain in the second half of the 19<sup>th</sup> century before engaging with some of the most important literary works connected with this movement, from the poetry of George Moore and Arthur Symons to the medievalism of Alfred Lord Tennyson, Algernon Charles Swinburne and Dante Gabriel Rossetti. We will also touch upon other manifestations of the aestheticist movement such as the frivolous illustrations of Aubrey Beardsley, the Arts and Crafts Movement associated mainly with John Ruskin and William Morris and the paintings of the Pre-Raphaelite Brotherhood around Rossetti and John Everett Millais.

In this context there is, of course, no way around the work of Oscar Wilde, who represents both the embodiment and the eventual defeat of the aestheticist lifestyle and cultural activity. We will read his only novel, *The Picture of Dorian Gray*, which can be interpreted as a comment on the state of art and society towards the end of the 19<sup>th</sup> century. Finally, we will have to investigate the connection between aestheticism and decadence, always present in Wilde's work, which finds its most prominent echo in the *Yellow Book* magazine of the 1890s. It will be interesting to build a bridge to our contemporary world and see if we might also be displaying signs of decadent triviality nowadays.

Please register for the seminar in Stud.IP.

Prerequisites for a SL/PL will be specified in the first session.

For further information: [wolfgang.funk@engsem.uni-hannover.de](mailto:wolfgang.funk@engsem.uni-hannover.de)

Literatur

**Students should purchase the following text:** Oscar Wilde, *The Picture of Dorian Gray*, 1890. (Preferably in the Penguin Classics edition of 2003)

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

### Fan Fiction

Seminar, SWS: 2, Max. Teilnehmer: 25

Krämer, Lucia

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

Due to the spreading of the internet and the fact that more and more people have access to means of distributing their writing via channels beyond the institutionalised book market, the past decade has seen a quantitative explosion of literary fan fictions. This seminar will introduce students to this field in a systematic fashion from the point of view of literary studies, but without taking the fun out of the subject. Although we will look at some individual fanfics, the focus of the course will be firmly on the role of fan fiction as a cultural and literary phenomenon. The course will introduce various ways of approaching the field, ranging from structuralist inquiries into the various genres of fan fiction to situating fan fiction within 'convergence culture' (Henry Jenkins) and looking at it as an intertextual and intermedial phenomenon.

To keep the course as open as possible, we shall not restrict ourselves to specific fandoms. However, it will be necessary to illustrate some of the more general phenomena we talk about by references to specific texts. By way of preparation, participants should therefore familiarise themselves with the basics of either the *Harry Potter* or the *Twilight* franchise. If you haven't read at least the first book in the *Harry Potter* or *Twilight* series or seen one or two of the films, please do so. You should also familiarise yourself with Jane Austen's novel *Pride and Prejudice*.

!!! Please note that the number of participants for this class is limited to 25 !!!

To register for this class, please contact [lucia.kraemer@engsem.uni-hannover.de](mailto:lucia.kraemer@engsem.uni-hannover.de)

Prerequisites for certificate: will be specified in class and/or Stud.IP

Bemerkung

BritF4

Literatur

A reader with selected theoretical background reading material will be available from Copyshop Stork (Körner-straße 3) from the beginning of October.

Recommended background reading:

Pugh, Sheenagh. *The Democratic Genre: Fan Fiction in a Literary Context*. Bridgend: Seren, 2005. Hellekson, Karen, and Kristina Busse, ed. *Fan Fiction and Fan Communities in the Age of the Internet: New Essays*. Jefferson/NC: McFarland, 2006.

### Nineteenth-Century Poetry

Seminar, SWS: 2

Emig, Rainer

Do, wöchentl., 16:00 - 18:00, 21.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This seminar will cover the vast array of poetry written in Britain in the nineteenth century. It will deal with poetry from the Romantic, Victorian, fin-de-siècle and Early Modernist tradition. Attention will be paid to formal developments and characteristics as well as to dominant themes of poetic writing, such as nature versus urbanisation and industrialisation, issues of gender and sexuality, class and nationhood. Students will be encouraged to apply appropriate methods and theories to a wide range of texts.

Please register for the seminar in Stud.IP.

Prerequisites for certificate: short presentation (Studienleistung), final essay (Prüfungsleistung)

For further information: [rainer.emig@engsem.uni-hannover.de](mailto:rainer.emig@engsem.uni-hannover.de)

Bemerkung

BritF4

Literatur

**Compulsory Purchase:** Christopher Ricks, ed., *The New Oxford Book of Victorian Verse* (Oxford University Press, 2008).

### Postmodernism

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Mo, wöchentl., 10:00 - 12:00, 18.10.2010 - 05.02.2011, 1502 - 615 II 615

Fr, Einzel, 16:00 - 18:00, 03.12.2010 - 03.12.2010, 1502 - 613 II 613 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 14.01.2011 - 14.01.2011, 1502 - 615 II 615 , Filmvorführung

**Kommentar** In this course we will explore the period and phenomenon of postmodernism in American culture. For most critics the postmodern era started with the 1960s in the United States, with a series of artistic, political, and medial changes. It was then that popular culture took over the cultural field, that minority groups and subcultures came to voice powerful critiques of the social and political status quo, and that more and more artists grappled with the insight that everything seemed already said and done in art and culture. We will approach the phenomenon through theoretical texts (Fredric Jameson, Andreas Huyssen), read some seminal literary authors of the period (Thomas Pynchon, John Barth, Don DeLillo), and discuss postmodernism in film (*Blow Up*, Michelangelo Antonioni, 1966; *Memento*, Christopher Nolan, 2001) and art (Andy Warhol, Cindy Sherman).

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [ruth.mayer@engsem.uni-hannover.de](mailto:ruth.mayer@engsem.uni-hannover.de)

**Bemerkung**

AmerF4

**Literatur**

Please purchase *Women's Indian Captivity Narratives*, ed. Kathryn Zabelle Derounian-Stodola (Penguin Classics, ISBN 978-0140436716).

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

### Selected Novels by Thomas Hardy

Seminar, SWS: 2

Bennett, Peter

Fr, wöchentl., 10:00 - 12:00, 22.10.2010 - 05.02.2011, 1502 - 703 II 703

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

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

Prerequisites for certificate: short presentation (SL), final essay (PL)

For further information: [peter.bennett@engsem.uni-hannover.de](mailto:peter.bennett@engsem.uni-hannover.de)

**Bemerkung**

BritF4

**Literatur**

**It is important to possess a copy of *Far From the Madding Crowd* at the first meeting.** Some very cheap editions are available, but students are *strongly* urged to buy the Penguin Classics annotated editions. Apart from the fact that the introductions and annotations are helpful, progress is much easier if everyone is working with the same pagination.

**Survey of American Literatures and Cultures I**

Vorlesung, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 03.02.2011, 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.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [kirsten.twelbeck@engsem.uni-hannover.de](mailto:kirsten.twelbeck@engsem.uni-hannover.de)

Bemerkung

AmerF2

Literatur

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

For general reference (not only for this class) I recommend buying *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (new revised edition, Stuttgart: Metzler, 2004) and *The Enduring Vision. A History of the American People* (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2010).

Both are standard textbooks.

### The Captivity Narrative

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Mi, wöchentl., 10:00 - 12:00, 20.10.2010 - 05.02.2011, 1502 - 609 II 609

Fr, Einzel, 16:00 - 18:00, 07.01.2011 - 07.01.2011, 1502 - 613 II 613 , Filmvorführung

Fr, Einzel, 16:00 - 18:00, 14.01.2011 - 14.01.2011, 1502 - 613 II 613 , Filmvorführung

Fr, Einzel, 16:00 - 18:00, 21.01.2011 - 21.01.2011, 1502 - 613 II 613 , Filmvorführung

Kommentar

This course will be concerned with the representation and the changing significance of the theme of captivity in American cultural and literary history. Next to the slave narrative, the captivity narrative has been called *the* genuinely American literary genre, since it takes on a classical American theme - the encounter between Indians and Europeans/white Americans - and involves in its enactment all sorts of classical American tropes - survival in the wilderness, (religious) righteousness vs. (sinful) corruption, individualism vs. a hostile community, civilization vs. savagery, etc. Yet by speaking in such general terms, one cannot do justice to the enormous variety of captivity narratives, from the very beginnings of Native/European contact (*The Narrative of Alvar Núñez Cabeza de Vaca* [1542]) to the present day (*The Missing* [2003]). Thus, the genre offers most interesting insights into changing paradigms of enacting selfhood and otherness, and in particular into changing perceptions of Native Americans and of gender in the American colonies and the United States. We will be reading, among other texts, Mary Rowlandson's *The Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* (1682), *A Narrative of the Life of Mrs. Mary Jemison* (1824), and Sarah Wakefield's *Six Weeks in the Sioux Tepees* (1864). In addition, we will watch films such as *The Searchers* (1956), *Dances with Wolves* (1990), or *The Missing* (2003).

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [ruth.mayer@engsem.uni-hannover.de](mailto:ruth.mayer@engsem.uni-hannover.de)

Bemerkung  
Literatur

AmerF4

Please purchase *Women's Indian Captivity Narratives*, ed. Kathryn Zabelle Derounian-Stodola (Penguin Classics, ISBN 978-0140436716).

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

### The Graphic Novel

Seminar, SWS: 2, Max. Teilnehmer: 25

Groß (M. A.), Florian

Di, wöchentl., 12:00 - 14:00, 19.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

Comics have grown up - or so it seems. The medium has become the subject of increasing scholarly and critical concern, but even though most comics continue to be published in serialized form as comic books, the texts that get the most academic and critical attention belong to a comparatively small canon of texts commonly labeled graphic novel. With the graphic novel, a new form of "sequential art" (Eisner) has become established, one that is often read as being more sophisticated, serious, and thus better than the supposedly standard superhero fare. To get a grip on the phenomenon, we will start by considering the question what exactly this "graphic novel" is and how it is (not so) different from other forms of comics. We will also look at the history of U.S. comics and analyze programmatic and critical writing by contemporary American comic authors and critics such as Will Eisner. Of course, we will also read and discuss several graphic novels (e.g. *A Contract with God*, *Maus*, *Watchmen*, *The Dark Knight Returns*, *Jimmy Corrigan*).

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [florian.gross@engsem.uni-hannover.de](mailto:florian.gross@engsem.uni-hannover.de)

Bemerkung

AmerF4

Literatur

Please check Stud.IP during the summer break for updated information and a list of titles that will be discussed in class.

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

### The Industrial Novel

Seminar, SWS: 2

Grünkemeier, Ellen

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

In this seminar we will explore the industrial novel, a genre concerned with the social consequences of industrialisation. The term 'industrial novel' is misleading as the novels do not focus heavily on industry or the economy but are more preoccupied with the social misery of the working classes. We will analyse and discuss two of the most famous social-problem novels, Elisabeth Gaskell's *Mary Barton* (1848), tellingly sub-titled *A Tale of Manchester Life*, and Charles Dickens' *Hard Times* (1854), both of which render visible the social realities of urban life in the new industrial and mercantile cities. We will engage in close readings of the novels and locate the texts in their cultural, political and historical contexts.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information, please contact: [ellen.gruenkemeier@engsem.uni-hannover.de](mailto:ellen.gruenkemeier@engsem.uni-hannover.de)

Bemerkung

BritF4

Literatur

Students are strongly advised to have read *Mary Barton* by the beginning of the seminar.

A reader with theoretical texts and contextual material will be provided.

Students who wish to attend this course should get hold of the following novels, preferably in well-annotated editions as, for example, from Penguin or Oxford Classics:

Gaskell, Elisabeth. *Mary Barton*. Dickens, Charles. *Hard Times*.

## Masterarbeit

### Key Ideas in Linguistics

Kolloquium, SWS: 2

Schulze, Rainer

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examensseminar richtet sich an alle Studierenden, die kurz vor ihrer mündlichen oder schriftlichen Abschlussprüfung (BA, Staatsexamen, Magister, M. Ed.) stehen und diese im Bereich der Englischen Sprachwissenschaft ablegen wollen.

Der Veranstaltungsplan organisiert sich nach den Bedürfnissen der Teilnehmerinnen und Teilnehmer und enthält möglicherweise Gesprächsrunden zu Themen wie 'mündliche Prüfung', 'Erstellung des Thesenpapiers', 'das Verfassen fachwissenschaftlicher Arbeiten', 'Literaturrecherche' usw. Auch separate Sitzungen zu Kernbegriffen der Englischen Sprachwissenschaft (z. B. corpus linguistics, metaphor, metonymy, cognitive grammar, lexical priming, grammaticalisation usw.) sind denkbar.

Diese Veranstaltung ist keine verkürzte 'Introduction to Linguistics'!

### Key Ideas in Linguistics

Kolloquium, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examensseminar richtet sich an alle Studierenden, die kurz vor ihrer mündlichen oder schriftlichen Abschlussprüfung (BA, Staatsexamen, Magister, M. Ed.) stehen und diese im Bereich der Englischen Sprachwissenschaft ablegen wollen.

Der Veranstaltungsplan organisiert sich nach den Bedürfnissen der Teilnehmerinnen und Teilnehmer und enthält möglicherweise Gesprächsrunden zu Themen wie 'mündliche Prüfung', 'Erstellung des Thesenpapiers', 'das Verfassen fachwissenschaftlicher Arbeiten', 'Literaturrecherche' usw. Auch separate Sitzungen zu Kernbegriffen der Englischen Sprachwissenschaft (z. B. corpus linguistics, metaphor, metonymy, cognitive grammar, lexical priming, grammaticalisation usw.) sind denkbar.

Diese Veranstaltung ist keine verkürzte 'Introduction to Linguistics'!

## Masterstudiengang Funktionale und Angewandte Linguistik / MA Functional and Applied Linguistics

### Grammatikalische Beschreibung/ Grammatical Description (FAL 1)

#### Principles of Language Change

Seminar, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 08:00 - 10:00, 20.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This course will review language-external and language-internal principles of language change. Language-external factors to be treated are, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms comprise the notions of markedness and naturalness as well as the economy of the language system. All principles will be applied to the history of English beginning as early as 449 AD and taking it right through to the present day.

For further information: [ulrike.altendorf@engsem.uni-hannover.de](mailto:ulrike.altendorf@engsem.uni-hannover.de)

Bemerkung

LingA1, LingA2 / FAL1

### Theorien und Methoden der Linguistik / Linguistic Theory and Methodology (FAL 2)

### Research Methods in Linguistics

Seminar, SWS: 2

Schulze, Rainer

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This advanced seminar will guide the participants through the key issues, principles, and core contributions of core methods in linguistic research.

Topics will include: developing research questions, combining methods, quantitative research designs (including questionnaires), corpus analysis, qualitative research methods (discourse analytical approaches, linguistic ethnography, interviews and focus groups, multimodal analysis, and narrative analysis). With each class offering an overview of key issues, many examples from recent linguistic research, and suggestions for further reading, this seminar will be a valuable resource for anyone working with linguistic data.

**Please register for this seminar on Stud.IP by October 1, 2010, and check there for updates and additional information as the winter term approaches.**

Prerequisites for SL certificate: will be specified in class and/or Stud.IP

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

Bemerkung

LingA1, LingA2 / FAL2

**Medienkommunikation / Media and Communication (FAL 3)**

**Fremdsprachenkenntnisse / Foreign Language Skills (SK 1)**

**Auslandsstudium, Praktikum / Study Abroad, Internship (SK 2)**

**Sprachvariation und Sprachwandel / Language Variation and Language Change (FAL 4)**

**Sprachkontrast und Sprachwandel / Language Variation and Language Change (FAL 5)**

**Mehrsprachigkeit und Multiliteralität / Multilingualism and Multiliteracies (FAL 6)**

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

### Masterarbeit / M. A. Thesis

#### Key Ideas in Linguistics

Kolloquium, SWS: 2

Schulze, Rainer

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examenstseminar richtet sich an alle Studierenden, die kurz vor ihrer mündlichen oder schriftlichen Abschlussprüfung (BA, Staatsexamen, Magister, M. Ed.) stehen und diese im Bereich der Englischen Sprachwissenschaft ablegen wollen.

Der Veranstaltungsplan organisiert sich nach den Bedürfnissen der Teilnehmerinnen und Teilnehmer und enthält möglicherweise Gesprächsrunden zu Themen wie 'mündliche Prüfung', 'Erstellung des Thesenpapiers', 'das Verfassen fachwissenschaftlicher Arbeiten', 'Literaturrecherche' usw. Auch separate Sitzungen zu Kernbegriffen der Englischen Sprachwissenschaft (z. B. corpus linguistics, metaphor, metonymy, cognitive grammar, lexical priming, grammaticalisation usw.) sind denkbar.

Diese Veranstaltung ist keine verkürzte 'Introduction to Linguistics'!

**Key Ideas in Linguistics**

Kolloquium, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examensseminar richtet sich an alle Studierenden, die kurz vor ihrer mündlichen oder schriftlichen Abschlussprüfung (BA, Staatsexamen, Magister, M. Ed.) stehen und diese im Bereich der Englischen Sprachwissenschaft ablegen wollen.

Der Veranstaltungsplan organisiert sich nach den Bedürfnissen der Teilnehmerinnen und Teilnehmer und enthält möglicherweise Gesprächsrunden zu Themen wie 'mündliche Prüfung', 'Erstellung des Thesenpapiers', 'das Verfassen fachwissenschaftlicher Arbeiten', 'Literaturrecherche' usw. Auch separate Sitzungen zu Kernbegriffen der Englischen Sprachwissenschaft (z. B. corpus linguistics, metaphor, metonymy, cognitive grammar, lexical priming, grammaticalisation usw.) sind denkbar.

Diese Veranstaltung ist keine verkürzte 'Introduction to Linguistics'!

**Masterstudiengang Advanced Anglophone Studies****Theory and Method (AAS1)**

## Theories and Methods of Literary Studies

Seminar, SWS: 2

Krämer, Lucia

Do, wöchentl., 14:00 - 16:00, 21.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

Oscar Wilde's novel *The Picture of Dorian Gray* will serve as the central literary text in this seminar, which will introduce students to a plurality of literary theories and methods and illustrate them by applying them to Wilde's text. The course will cover all the major theoretical approaches to literature and culture from the twentieth century, such as Structuralism, Formalism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxist Criticism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Queer Theory, Postcolonial Theory, and New Historicism and Cultural Materialism.

As a preparation for the work in class, you will have to familiarise yourselves with the key ideas of these respective approaches and read selected theoretical texts by some of their key representatives. In class, we will then discuss and systematise these ideas and try to apply them to Wilde's *The Picture of Dorian Gray* in order to illustrate the practical value of these theories and familiarise you with their terminologies. In this way you should gain an insight into the diverse approaches in current scholarship and become confident in using theory yourselves.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [lucia.kraemer@engsem.uni-hannover.de](mailto:lucia.kraemer@engsem.uni-hannover.de)

Bemerkung

BritA / AAS1

Literatur

As we will work with only one literary text, students are expected to be thoroughly familiar with Wilde's novel at the beginning of the semester. There are a number of different editions of the novel, whose texts differ quite considerably. In order to ensure that we all use the same text, students must buy the following edition:

Wilde, Oscar. *The Picture of Dorian Gray*. Ed. Joseph Bristow. Oxford: Oxford UP, 2008. (Oxford World's Classics).

A reader with the theoretical texts covered in the seminar will be available from Copyshop Stork (Körnerstraße 3) from the beginning of October.

Students are advised to begin their background reading for the course in the semester break.

### Recommended background reading (and purchase):

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester UP, 2002.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: Oxford UP, 2000.

Lodge, David, and Nigel Wood, ed. *Modern Criticism and Theory: A Reader*. 3rd ed. Harlow: Longman, 2008.

## Epochs and Phenomena in Anglophone Literatures and Cultures (AAS2)

**Art, Conspiracy, and Death - The Cinema of Peter Greenaway**

Seminar, SWS: 2

Köhler, Thom.

Fr, wöchentl., 14:00 - 16:00, 22.10.2010 - 17.12.2010, 1502 - 615 II 615

Fr, Einzel, 14:00 - 16:00, 07.01.2011 - 07.01.2011, 1502 - 613 II 613

Fr, wöchentl., 14:00 - 16:00, 14.01.2011 - 05.02.2011, 1502 - 615 II 615

Kommentar

Peter Greenaway is one of Britain's most controversial and innovative filmmakers. As Greenaway famously declared that "cinema is dead" and that most people are 'visually illiterate', his films constantly challenge the conventional standards of mimetic and narrative cinema, replacing them with non-narrative serial structures or intricate split-screen techniques branching out into intermedial experiences. Taking an ironic and distanced view on his subjects, often focussing on the inevitability of decay and death, almost all of his work questions our assumptions about viewing and representing the world. A trained painter, Greenaway has also created and curated exhibitions in leading museums and art galleries around the world. This interest in the visual arts - preferably from the Renaissance and the Dutch masters - also shows in his films, often with stunningly beautiful results.

In this seminar, we will look at Greenaway's cinema and some of his writings in detail. Starting with some of his early short films and his first feature *The Draughtsman's Contract* (1982), we will then move on to his more recent work, for example the trilogy *The Tulse Luper Suitcases* (2001-2003) and his extended 'art lecture' *Rembrandt's J'accuse* (2008), which reveals Rembrandt's painting *The Night Watch* as a hidden indictment of a murder conspiracy. In the process, we will explore Greenaway's cinema in the contexts of mannerism and current postmodernist approaches.

Please register for the seminar in Stud.IP.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [easterwindow@freenet.de](mailto:easterwindow@freenet.de)

Bemerkung

BritA / AAS2, AAS4

**Before the Hollywood Code: Early and Transitional Film**

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth (verantwortlich) / Denson (M. A.), Shane (begleitend)

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 609 II 609

Fr, Einzel, 12:00 - 14:00, 05.11.2010 - 05.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 19.11.2010 - 19.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 26.11.2010 - 26.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 03.12.2010 - 03.12.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 10.12.2010 - 10.12.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 07.01.2011 - 07.01.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

This course will investigate American film's fascinating early history before the Motion Picture Production Code of 1930 was formulated and before the 'invisible' style of classical Hollywood film took over sound technologies in the late 1920s and early 1930s. We will look at the impact of late nineteenth century cinematic technologies on the development of filmic narrative styles, we will be concerned with the sites and practices of the American entertainment industry and of early American movie audiences, and we will discuss emergent formats and techniques of filmic narration in American films during the first three decades of the twentieth century, tracing the development of filmic style from the one-reel film to feature films and film serials in the 1910s and 20s. The course will be centrally concerned with two transitional periods, which we shall consider in both historical and theoretical terms: first, the so-called transitional era of the 1910s, which marked a major paradigm shift from early or 'primitive' film to the classical age of silent film, and second, the sound-film transition of the late 1920s and early 1930s, in which the technological infrastructure of the cinema briefly took center stage again. By engaging with the developments and transformations of pre-Code American film, we hope to discover a history that remains relevant to our medial situations in the present, illuminating the formative background of a still dominant form of film entertainment and perhaps even shedding light on the meaning of later transitions such as those to color, widescreen, and digital film technologies. The main part of the course will consist in discussions of exemplary films from the early and transitional phases of American film (ca. 1895-1930), and in an engagement with film-theoretical reflections and interventions.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information (especially with regard to the film screenings which will be part of this course) as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [ruth.mayer@engsem.uni-hannover.de](mailto:ruth.mayer@engsem.uni-hannover.de)

Bemerkung

AmerA / AAS2, AAS4

Literatur

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

## Civil Rights

Seminar, SWS: 2, Max. Teilnehmer: 25

Twelbeck, Kirsten

Do, wöchentl., 10:00 - 12:00, 21.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

In the American context, the term "Civil Rights movement" is commonly associated with the African American struggle for equal rights that started in the late 1950s and reached its climax in the 1960s. Its ideological roots and legal arguments, however, can be found in the demands of propertied white men who wanted to promote their interests in 18th century America, in the foundational documents of American democracy, in texts such as Thoreau's "Civil Disobedience" and in the "Declaration of Sentiments," as well as in the 13th to 15th Amendments of the Reconstruction era. This seminar looks at the history of the rights movement in the United States; it introduces and discusses its various political and cultural strands, including the American Indian Movement, the Chicano Movement, and the Asian American movement. Proceeding on the assumption that the idea of civil rights has been travelling back and forth across continents, we will spend some sessions tracing the transatlantic and transpacific trafficking of experiences of oppression and resistance. Topics to be discussed include the influence of Thoreau's "Civil Disobedience" on the Independence Movement in India, the American Civil Rights movement, and the anti-Apartheid movement. We will ask in what respect the Holocaust has influenced the involvement of American Jews in the Civil Rights Movement and whether the stay of African-American soldiers in a non-segregated post-WWII Germany had an impact on Civil Rights in America.

The seminar will approach the topic from a cultural perspective, investigating the debates among African-American jazz musicians, the role of the Martin Luther King holiday and the African-American "invented tradition" of Kwanzaa to name some examples.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [kirsten.twelbeck@engsem.uni-hannover.de](mailto:kirsten.twelbeck@engsem.uni-hannover.de)

Literatur

Please obtain the books that will be posted on Stud.IP before the semester starts.

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

## Historical and Literary Perspectives on Family Structures in Southern Africa

Seminar, SWS: 2

Rüther, Kirsten (Prüfer/-in) / Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 1146 - B209

Kommentar

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 examine family structures in 19th and 20th-century texts from and about southern Africa. There is a recent trend in both Historical and Cultural Studies to investigate the history and representation of kinship and families, and it is this trend that we will follow.

We shall begin with a general introduction to southern Africa with a focus on South African geography, history and cultures to provide the background for our specialized reading. This will include historiographic material on the transformations of family structures and kinship terminology in southern Africa in the 19th and early 20th century to be discussed in plenary sessions. Our main text will be Terence Ranger's *Are we not also men? The Samkange Family and African Politics in Zimbabwe 1920-64* (1995) which presents four generations of Zimbabweans and explores the methodologies of writing family biographies.

From there we shall move on to Sol T. Plaatje's novel *Mhudi*, the first South African novel written by a black person. Plaatje (1876-1932), a political activist and founder-member of the forerunner of the ANC, sets his historical novel in the 1830s and negotiates issues of power and family formation in a period of conflict among different ethnic groups. He uses the Western form of the novel to discuss local issues, infusing it with song and other elements of oral literature.

Another special feature of this course will be the projects we invite you to develop on your own (or in groups) based on the issues discussed in class. We will suggest some material to you, offer consultation hours and provide the opportunity to present your projects in class. To give you enough time to prepare and to enjoy these projects, we have reduced the reading assignments and will require none of the traditional student presentations.

For further information: [jana.gohrisch@engsem.uni-hannover.de](mailto:jana.gohrisch@engsem.uni-hannover.de) or [Kirsten.Ruether@hist.uni-hannover.de](mailto:Kirsten.Ruether@hist.uni-hannover.de).

Bemerkung

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 Geschichte und Literatur des südlichen Afrika interessieren.

Literatur

BritA / AAS5

Sol T. Plaatje. *Mhudi*. Ed. By Stephen Gray. Penguin South Africa: Johannesburg 2005.

Terence Ranger. *Are we not also men? The Samkange Family and African Politics in Zimbabwe 1920-64*: London 1995.

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 copy of Plaatje's novel in the above-mentioned edition and read it in advance.

### Progressivism and the New Woman. American Literature and Culture, 1880-1910

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Mo, wöchentl., 12:00 - 14:00, 18.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

In this course we will be concerned with American Progressivism, focusing on the heyday of the Progressive Movement at the turn of the twentieth century. This movement manifested itself in countless reform projects and in efforts at a fundamental restructuring of American society. Our focus will be on the evolving concept of the 'new woman' which became quite prominent in Progressive circles in this period of time. 'New women' took part in the Progressive Movement as activists, and they also figured as the protagonists of literary texts or other representations of the period. We will read, among other texts, Charlotte Perkins Gilman's "The Yellow Wallpaper" (1892), and Edith Wharton's *The House of Mirth* (1905); narratives which do not so much enact the 'new woman' but rather display the problems and misunderstandings which arise out of the deep-going rearrangement of gender relations and gender hierarchies of the day. We will be particularly interested in the remapping of the private and the public, of interior and exterior spaces in the culture of the Progressive era.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [ruth.mayer@engsem.uni-hannover.de](mailto:ruth.mayer@engsem.uni-hannover.de)

Bemerkung

AmerA / AAS2, AAS3

Literatur

Please purchase Edith Wharton's *A House of Mirth* (Norton Critical Edition, ISBN 978-0393959017).

A reader with additional course material will be made available in the first session of the class.

### Re-Reading the Brontës

Seminar, SWS: 2

Gohrisch, Jana

Mi, wöchentl., 10:00 - 12:00, 20.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

The novels by the Brontë sisters, esp. those by Charlotte and Emily Brontë, belong to the classic tradition of the 19<sup>th</sup>-century English novel. The texts are famous for their passionate protest against the limiting social conditions for (lower middle-class) women and their equally passionate claim for individual freedom and female independence. A closer inspection of the texts, however, reveals a tendency for compromise and submission to the social status quo. These contradictions make for interesting reading and will occupy us in our class discussions of Anne Brontë's *Agnes Grey*, Charlotte Brontë's *Jane Eyre*, and Emily Brontë's *Wuthering Heights*, all published in 1847. We shall analyse the narrative devices and major themes of the novels against the contemporary religious, social and cultural background.

Students are expected to give a presentation in class.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [jana.gohrisch@engsem.uni-hannover.de](mailto:jana.gohrisch@engsem.uni-hannover.de)

Bemerkung

BritA / AAS2

Literatur

**Please, read at least one novel in advance** and bring your own copies of the texts (Oxford Classics or the Penguin Classics edition).

### Victorian Children's Fiction

Seminar, SWS: 2

Bennett, Peter

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

The evangelical and moralistic stories that dominated children's fiction in the first half of the nineteenth century were augmented (though not supplanted) from the 1850s onwards by fantasy, adventure and other types of story. Taking a representative variety of texts and theoretical approaches, we shall read the stories "against the grain", so to speak, in order to uncover the mechanisms by which they generate meaning and to explore their ideological, psychological and other subtexts. We shall also pay attention to specific historical and cultural factors that contributed to the busy and evolving market in Victorian children's fiction.

Would-be participants are asked to register on Stud.IP and to keep their eyes on that site before teaching begins.

Prerequisites for certificate: short presentation (SL), final essay (PL).

For further information: [peter.bennett@engsem.uni-hannover.de](mailto:peter.bennett@engsem.uni-hannover.de)

Bemerkung

BritA / AAS2

Literatur

**The first text will be uploaded beforehand and students will be asked to have read it before the first meeting.** All other texts will be announced at the first meeting. Many will be free downloads, although students may be asked to buy texts that are not available in digital form.

### Independent Studies (AAS6)

### MA-Thesis (AAS7)

## Examensseminar Literatur / Kultur

Seminar, SWS: 2

Gohrisch, Jana

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 709 II 709

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](mailto:jana.gohrisch@engsem.uni-hannover.de)

Literatur

Lektüreempfehlungen:

Franck, Norbert und Joachim Stary. *Die Technik des wissenschaftlichen Arbeitens. Eine praktische Anleitung*. 11. überarb. Aufl. Paderborn, München, Wien, Zürich: Schöningh 2003 (UTB).

Nünning, Vera und Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Ernst Klett Sprachen 2005.

Nünning, Ansgar, Hrsg. *Metzler-Lexikon Literatur- und Kulturtheorie: Ansätze - Personen - Grundbegriffe*. Stuttgart [u.a]: J. B. Metzler 2001.

Poplawski, Paul, ed. *English Literature in Context*. Cambridge: Cambridge University Press 2008.

Seeber, Hans-Ulrich (Hg.). *Englische Literaturgeschichte*. Stuttgart: J. B. Metzlersche Verlagsbuchhandlung 2004.

### Professional Skills (AAS8)

### Electives (AAS9)

### Research and Internship (AAS10)

### Concepts of Race, Class, and Gender (AAS3)

## Civil Rights

Seminar, SWS: 2, Max. Teilnehmer: 25

Twelbeck, Kirsten

Do, wöchentl., 10:00 - 12:00, 21.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

In the American context, the term "Civil Rights movement" is commonly associated with the African American struggle for equal rights that started in the late 1950s and reached its climax in the 1960s. Its ideological roots and legal arguments, however, can be found in the demands of propertied white men who wanted to promote their interests in 18th century America, in the foundational documents of American democracy, in texts such as Thoreau's "Civil Disobedience" and in the "Declaration of Sentiments," as well as in the 13th to 15th Amendments of the Reconstruction era. This seminar looks at the history of the rights movement in the United States; it introduces and discusses its various political and cultural strands, including the American Indian Movement, the Chicano Movement, and the Asian American movement. Proceeding on the assumption that the idea of civil rights has been travelling back and forth across continents, we will spend some sessions tracing the transatlantic and transpacific trafficking of experiences of oppression and resistance. Topics to be discussed include the influence of Thoreau's "Civil Disobedience" on the Independence Movement in India, the American Civil Rights movement, and the anti-Apartheid movement. We will ask in what respect the Holocaust has influenced the involvement of American Jews in the Civil Rights Movement and whether the stay of African-American soldiers in a non-segregated post-WWII Germany had an impact on Civil Rights in America.

The seminar will approach the topic from a cultural perspective, investigating the debates among African-American jazz musicians, the role of the Martin Luther King holiday and the African-American "invented tradition" of Kwanzaa to name some examples.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [kirsten.twelbeck@engsem.uni-hannover.de](mailto:kirsten.twelbeck@engsem.uni-hannover.de)

Literatur

Please obtain the books that will be posted on Stud.IP before the semester starts.

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

### Maori Fiction: Texts and Contexts

Seminar, SWS: 2

Grünkemeier, Ellen

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 703 II 703

Mo, Einzel, 18:00 - 21:00, 22.11.2010 - 22.11.2010, 1502 - 615 II 615 , Filmvorführung

Kommentar

In postcolonial studies, New Zealand is known for its vibrant contemporary literary and cultural scene. In this seminar our focus will be on a specific sub-category: the rich Maori literature in English. We will work on some much acclaimed contemporary authors and texts. Starting with Keri Hulme's novel *The Bone People* (winner of the Booker Prize in 1985) as an introduction to Maori fiction and its cultural issues, we will move on to Patricia Grace's *Potiki* and to Witi Ihimaera's *The Whale Rider* which has become known to an international audience especially through its successful film adaptation. In addition to our close readings, we will relate the texts to their social, political, historical and cultural contexts. Our discussion will include issues such as colonialism and its legacies, languages, identities, arts and cultures, legends and mythology.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information, please contact: [ellen.gruenkemeier@engsem.uni-hannover.de](mailto:ellen.gruenkemeier@engsem.uni-hannover.de)

Bemerkung

**Please note that Prof. Dr. Kupetz is offering a corresponding seminar on "Maori Studies in English Teacher Education" (Mo, 14:00/16:00 Uhr, Raum: 1502.615). With its educational studies perspective, the seminar will provide additional and fruitful insights. Students are more than welcome to attend both classes.**

Literatur

BritA / AAS3, AAS5

A reader with theoretical texts and context material will be provided. Students who wish to attend this course should also get hold of the following texts:

Grace, Patricia. *Potiki* . Hulme, Keri. *The Bone People: A Novel* .

Ihimaera, Witi. *The Whale Rider* .

**Progressivism and the New Woman. American Literature and Culture, 1880-1910**

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Mo, wöchentl., 12:00 - 14:00, 18.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

In this course we will be concerned with American Progressivism, focusing on the heyday of the Progressive Movement at the turn of the twentieth century. This movement manifested itself in countless reform projects and in efforts at a fundamental restructuring of American society. Our focus will be on the evolving concept of the 'new woman' which became quite prominent in Progressive circles in this period of time. 'New women' took part in the Progressive Movement as activists, and they also figured as the protagonists of literary texts or other representations of the period. We will read, among other texts, Charlotte Perkins Gilman's "The Yellow Wallpaper" (1892), and Edith Wharton's *The House of Mirth* (1905); narratives which do not so much enact the 'new woman' but rather display the problems and misunderstandings which arise out of the deep-going rearrangement of gender relations and gender hierarchies of the day. We will be particularly interested in the remapping of the private and the public, of interior and exterior spaces in the culture of the Progressive era.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [ruth.mayer@engsem.uni-hannover.de](mailto:ruth.mayer@engsem.uni-hannover.de)

Bemerkung

AmerA / AAS2, AAS3

Literatur

Please purchase Edith Wharton's *A House of Mirth* (Norton Critical Edition, ISBN 978-0393959017).

A reader with additional course material will be made available in the first session of the class.

**Media, Cultural Communication and Popular Culture (AAS4)**

**Art, Conspiracy, and Death - The Cinema of Peter Greenaway**

Seminar, SWS: 2

Köhler, Thom.

Fr, wöchentl., 14:00 - 16:00, 22.10.2010 - 17.12.2010, 1502 - 615 II 615

Fr, Einzel, 14:00 - 16:00, 07.01.2011 - 07.01.2011, 1502 - 613 II 613

Fr, wöchentl., 14:00 - 16:00, 14.01.2011 - 05.02.2011, 1502 - 615 II 615

Kommentar

Peter Greenaway is one of Britain's most controversial and innovative filmmakers. As Greenaway famously declared that "cinema is dead" and that most people are 'visually illiterate', his films constantly challenge the conventional standards of mimetic and narrative cinema, replacing them with non-narrative serial structures or intricate split-screen techniques branching out into intermedial experiences. Taking an ironic and distanced view on his subjects, often focussing on the inevitability of decay and death, almost all of his work questions our assumptions about viewing and representing the world. A trained painter, Greenaway has also created and curated exhibitions in leading museums and art galleries around the world. This interest in the visual arts - preferably from the Renaissance and the Dutch masters - also shows in his films, often with stunningly beautiful results.

In this seminar, we will look at Greenaway's cinema and some of his writings in detail. Starting with some of his early short films and his first feature *The Draughtsman's Contract* (1982), we will then move on to his more recent work, for example the trilogy *The Tulse Luper Suitcases* (2001-2003) and his extended 'art lecture' *Rembrandt's J'accuse* (2008), which reveals Rembrandt's painting *The Night Watch* as a hidden indictment of a murder conspiracy. In the process, we will explore Greenaway's cinema in the contexts of mannerism and current postmodernist approaches.

Please register for the seminar in Stud.IP.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [easterwindow@freenet.de](mailto:easterwindow@freenet.de)

Bemerkung

BritA / AAS2, AAS4

### Before the Hollywood Code: Early and Transitional Film

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth (verantwortlich) / Denson (M. A.), Shane (begleitend)

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 609 II 609

Fr, Einzel, 12:00 - 14:00, 05.11.2010 - 05.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 19.11.2010 - 19.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 26.11.2010 - 26.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 03.12.2010 - 03.12.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 10.12.2010 - 10.12.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 07.01.2011 - 07.01.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

This course will investigate American film's fascinating early history before the Motion Picture Production Code of 1930 was formulated and before the 'invisible' style of classical Hollywood film took over sound technologies in the late 1920s and early 1930s. We will look at the impact of late nineteenth century cinematic technologies on the development of filmic narrative styles, we will be concerned with the sites and practices of the American entertainment industry and of early American movie audiences, and we will discuss emergent formats and techniques of filmic narration in American films during the first three decades of the twentieth century, tracing the development of filmic style from the one-reel film to feature films and film serials in the 1910s and 20s. The course will be centrally concerned with two transitional periods, which we shall consider in both historical and theoretical terms: first, the so-called transitional era of the 1910s, which marked a major paradigm shift from early or 'primitive' film to the classical age of silent film, and second, the sound-film transition of the late 1920s and early 1930s, in which the technological infrastructure of the cinema briefly took center stage again. By engaging with the developments and transformations of pre-Code American film, we hope to discover a history that remains relevant to our medial situations in the present, illuminating the formative background of a still dominant form of film entertainment and perhaps even shedding light on the meaning of later transitions such as those to color, widescreen, and digital film technologies. The main part of the course will consist in discussions of exemplary films from the early and transitional phases of American film (ca. 1895-1930), and in an engagement with film-theoretical reflections and interventions.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information (especially with regard to the film screenings which will be part of this course) as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [ruth.mayer@engsem.uni-hannover.de](mailto:ruth.mayer@engsem.uni-hannover.de)

Bemerkung

AmerA / AAS2, AAS4

Literatur

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

### New English Literatures and Cultures (AAS5)

## Historical and Literary Perspectives on Family Structures in Southern Africa

Seminar, SWS: 2

Rüther, Kirsten (Prüfer/-in) / Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 1146 - B209

Kommentar

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 examine family structures in 19th and 20th-century texts from and about southern Africa. There is a recent trend in both Historical and Cultural Studies to investigate the history and representation of kinship and families, and it is this trend that we will follow.

We shall begin with a general introduction to southern Africa with a focus on South African geography, history and cultures to provide the background for our specialized reading. This will include historiographic material on the transformations of family structures and kinship terminology in southern Africa in the 19th and early 20th century to be discussed in plenary sessions. Our main text will be Terence Ranger's *Are we not also men? The Samkange Family and African Politics in Zimbabwe 1920-64* (1995) which presents four generations of Zimbabweans and explores the methodologies of writing family biographies.

From there we shall move on to Sol T. Plaatje's novel *Mhudi*, the first South African novel written by a black person. Plaatje (1876-1932), a political activist and founder-member of the forerunner of the ANC, sets his historical novel in the 1830s and negotiates issues of power and family formation in a period of conflict among different ethnic groups. He uses the Western form of the novel to discuss local issues, infusing it with song and other elements of oral literature.

Another special feature of this course will be the projects we invite you to develop on your own (or in groups) based on the issues discussed in class. We will suggest some material to you, offer consultation hours and provide the opportunity to present your projects in class. To give you enough time to prepare and to enjoy these projects, we have reduced the reading assignments and will require none of the traditional student presentations.

For further information: [jana.gohrisch@engsem.uni-hannover.de](mailto:jana.gohrisch@engsem.uni-hannover.de) or [Kirsten.Ruether@hist.uni-hannover.de](mailto:Kirsten.Ruether@hist.uni-hannover.de).

Bemerkung

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 Geschichte und Literatur des südlichen Afrika interessieren.

Literatur

BritA / AAS5

Sol T. Plaatje. *Mhudi*. Ed. By Stephen Gray. Penguin South Africa: Johannesburg 2005.

Terence Ranger. *Are we not also men? The Samkange Family and African Politics in Zimbabwe 1920-64*: London 1995.

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 copy of Plaatje's novel in the above-mentioned edition and read it in advance.

### Maori Fiction: Texts and Contexts

Seminar, SWS: 2

Grünkemeier, Ellen

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 703 II 703

Mo, Einzel, 18:00 - 21:00, 22.11.2010 - 22.11.2010, 1502 - 615 II 615 , Filmvorführung

Kommentar

In postcolonial studies, New Zealand is known for its vibrant contemporary literary and cultural scene. In this seminar our focus will be on a specific sub-category: the rich Maori literature in English. We will work on some much acclaimed contemporary authors and texts. Starting with Keri Hulme's novel *The Bone People* (winner of the Booker Prize in 1985) as an introduction to Maori fiction and its cultural issues, we will move on to Patricia Grace's *Potiki* and to Witi Ihimaera's *The Whale Rider* which has become known to an international audience especially through its successful film adaptation. In addition to our close readings, we will relate the texts to their social, political, historical and cultural contexts. Our discussion will include issues such as colonialism and its legacies, languages, identities, arts and cultures, legends and mythology.

Prerequisites for certificate: will be specified in class and/or Stud.IP

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

Bemerkung

**Please note that Prof. Dr. Kupetz is offering a corresponding seminar on "Maori Studies in English Teacher Education" (Mo, 14:00/16:00 Uhr, Raum: 1502.615). With its educational studies perspective, the seminar will provide additional and fruitful insights. Students are more than welcome to attend both classes.**

BritA / AAS3, AAS5

Literatur

A reader with theoretical texts and context material will be provided. Students who wish to attend this course should also get hold of the following texts:

Grace, Patricia. *Potiki* . Hulme, Keri. *The Bone People: A Novel* .

Ihimaera, Witi. *The Whale Rider* .

## Masterstudiengang Lehramt Gymnasium - Fach Englisch

### Fachpraktikum Englisch

#### Fachpraktikum (Februar / März 2011)

Fachpraktikum

Kupetz, Rita

Kommentar

**Anmeldung (sechs Plätze) bis 30.10.10 per E-Mail bei Prof. Dr. Kupetz.**

Die Vergabe der Plätze erfolgt in der Reihenfolge der Anmeldung.

Bemerkung

DidFP

## Planung und Analyse von Englischunterricht

Seminar, SWS: 2

Kupetz, Rita

Mo, wöchentl., 12:00 - 14:00, 18.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

**Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden und dient der Vorbereitung auf das Fachpraktikum.**

**Es werden Aufzeichnungen von Unterricht analysiert und Unterrichtssequenzen geplant.**

**Die Veranstaltung ist stufen- und schulartübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart.**

**Anmeldung über Stud.IP bis 01.10.2010.**

Voraussetzungen: ASP; DidF1 und DidF2

Bemerkung

DidPA

Literatur

Ein Reader ist erhältlich im Copy Shop Stork (Körnerstraße)

Bach, Gerhard & Johannes-Peter Timm (Hrsg.): *Englischunterricht. Grundlagen und Methoden einer handlungs-orientierten Unterrichtspraxis*. Tübingen: Francke 1989.

Heuer, Helmut & Friederike Klippel: *Englischmethodik. Problemfelder, Unterrichtswirklichkeit und Handlungs-empfehlungen*. Berlin: Cornelsen 1993.

Meyer, Hilbert: *Unterrichtsmethoden*, 2 Bände, Berlin: Cornelsen Scriptor 2001.

Mindt, Dieter: *Unterrichtsplanung Englisch für die Sekundarstufe I* (Neubearbeitung). Stuttgart: Klett 1995.

Schaefer, Klaus: *So schaffen Sie den Englischunterricht*. Münster: Aschendorff 1992.

Timm, Johannes-Peter. (Hrsg.): *Englisch lernen und lehren. Didaktik des Englischunterrichts*. Berlin: Cornelsen 1998.

Ziegésar, Detlev von & Margaret von: *Einführung von Grammatik im Englischunterricht: Materialien und Modelle*. München: Oldenbourg 2001.

## Planung und Analyse von Englischunterricht

Seminar, SWS: 2

Vinals-Stein, Nicole

Di, wöchentl., 16:00 - 18:00, 26.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden und dient der Vorbereitung auf das Fachpraktikum.

Es werden Aufzeichnungen von Unterricht analysiert und Unterrichtssequenzen geplant.

Die Veranstaltung ist stufen- und schulartübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart.

### Anmeldung über Stud.IP bis 01.10.2010.

Voraussetzungen: ASP; DidF1 und DidF2

Bemerkung

DidPA

Literatur

Ein Reader ist erhältlich im Copy Shop Stork (Körnerstraße)

Bach, Gerhard & Johannes-Peter Timm (Hrsg.): *Englischunterricht. Grundlagen und Methoden einer handlungs-orientierten Unterrichtspraxis*. Tübingen: Francke 1989.

Heuer, Helmut & Friederike Klippel: *Englischmethodik. Problemfelder, Unterrichtswirklichkeit und Handlungs-empfehlungen*. Berlin: Cornelsen 1993.

Meyer, Hilbert: *Unterrichtsmethoden*, 2 Bände, Berlin: Cornelsen Scriptor 2001.

Mindt, Dieter: *Unterrichtsplanung Englisch für die Sekundarstufe I* (Neubearbeitung). Stuttgart: Klett 1995.

Schaefer, Klaus: *So schaffen Sie den Englischunterricht*. Münster: Aschendorff 1992.

Timm, Johannes-Peter. (Hrsg.): *Englisch lernen und lehren. Didaktik des Englischunterrichts*. Berlin: Cornelsen 1998.

Ziegésar, Detlev von & Margaret von: *Einführung von Grammatik im Englischunterricht: Materialien und Modelle*. München: Oldenbourg 2001.

## Teaching Practice as Foreign Language Assistant

Wochenendseminar

Ruhm, Hannah

Sa, Einzel, 10:00 - 18:00, 29.01.2011 - 29.01.2011, 1502 - 613 II 613

Kommentar

This preparation 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) and develop and discuss different activities and resources for teaching German as a foreign language.

**Please note: This course is obligatory for BA or M. Ed. 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.

**DidPA is obligatory for all MEd. students.**

**Please register for this course by January 6, 2011 (hannah.ruhm@engsem.uni-hannover.de)**

Bemerkung

DidPA

## Advanced Methodology

### Interaction in the foreign language classroom

Seminar, SWS: 2

Kupetz, Rita

Mi, wöchentl., 10:00 - 12:00, 20.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

It has become a tradition in teacher education at the English department of the Leibniz University in Hannover to incorporate issues of interaction and language learning in the curriculum, e.g. by employing a discourse analytical approach. Goals of the seminar are to

study the opportunities created for language learning through interaction investigate the link between interaction and L2 examine language related episodes study the extent to which the learner's linguistic abilities are stretched.

We will combine classroom research and videography. Furthermore, you will be encouraged to design tasks for interaction in the foreign language classroom. The course will be Learnweb 2.0 enhanced.

Please register via Stud.IP by October 1, 2010.

Prerequisites for certificate: will be specified in class and/or Stud.IP

Bemerkung

DidA

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

#### Required Materials:

Demo, Douglas A.: *Discourse Analysis for Language Teachers*. CAL Digest EDO-FL-01-07. 2001.

Mackey, Alison (ed.): *Conversational Interaction in Second Language Acquisition: A collection of empirical studies*. Oxford. OUP 2007.

Seedhouse, Paul: *The Interactional Architecture of the Language Classroom: A Conversation Analysis Perspective*. Oxford: Blackwell 2004.

### Poetry in the English Language Classroom (Sek I/II)

Seminar, SWS: 2

Blell, Gabriele

Do, wöchentl., 10:00 - 12:00, 21.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

Handling poetry is the area of the primary and the secondary English curriculum where teachers feel most uncertain of their knowledge, most uncomfortable about their methods and most guilty about both.

The course will present different approaches to teaching poetry; processes of reading and responding to poetry will be in the centre of discussion. We will deal with methods of analyzing poetry in the English language classroom and subsequently promote creative ways of dealing with poetry in a learner- and activity based way.

You are asked to read the texts / do the exercises assigned and contribute actively to discussions in class. For full credits (Prüfungsleistung) you have to write a term paper (5000 words).

Please register via Stud.IP by October 1, 2010.

For further information: [gabriele.blell@engsem.uni-hannover.de](mailto:gabriele.blell@engsem.uni-hannover.de)

Bemerkung

DidA

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

#### Recommended Literature:

Benton, P.: *Young Readers Responding to Poems*. London & New York: Routledge 1988.

Benton, M.: *Secondary Worlds: Literature Teaching and the Visual Arts*. Open UP. 1992.

## Shakespeare's *The Taming of the Shrew* and the Teaching of the Text

Seminar, SWS: 2

Blell, Gabriele

Do, wöchentl., 14:00 - 16:00, 21.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

Throughout the history of English language teaching Shakespeare's plays have been a favourite teaching material in the classroom. Seeing them solely as timeless literary masterpieces neglects how they participate in lively controversies in Early Modern England and in recent critical debates. By looking at the historical context we can recreate the conflicts surrounding women's status, marriage, domesticity, disorder and violence which were part of a process of social change. The play articulates the anxieties of a patriarchal culture under pressure, destabilized by contradictory notions of femininity, masculinity and social power which still relate in surprising ways to contemporary gender debates.

Based on this cultural approach we will look at contemporary learner- and activity-oriented approaches to teaching Shakespeare in the EFL-classroom. By letting your learners choose different activities, explore his texts in a more creative way and experiment with the playwright, they can make their own interpretations of Shakespeare's language, characters and stories. Whatever they do, they should remember that Shakespeare wrote his plays to be acted, watched and enjoyed. The following topics will be discussed among others: problems of literary translation, critical evaluation of Shakespeare-textbooks for school; the bard performed or in the movies; Shakespeare and the internet etc.

Please register via Stud.IP by October 1, 2010.

For further information: [gabriele.blell@engsem.uni-hannover.de](mailto:gabriele.blell@engsem.uni-hannover.de)

Bemerkung

DidA

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

### Recommended Literature:

Dolan, Frances (ed.): *William Shakespeare: The Taming of the Shrew. Texts and Contexts*. New York: Bedford Books of St. Martin's Press 1996.

Gibson, Rex (ed.): *Shakespeare: The Taming of the Shrew*. CUP 1996.

Gibson, Rex: *Teaching Shakespeare* (7<sup>th</sup> ed.). CUP 2003.

## Advanced Studies

**Art, Conspiracy, and Death - The Cinema of Peter Greenaway**

Seminar, SWS: 2

Köhler, Thom.

Fr, wöchentl., 14:00 - 16:00, 22.10.2010 - 17.12.2010, 1502 - 615 II 615

Fr, Einzel, 14:00 - 16:00, 07.01.2011 - 07.01.2011, 1502 - 613 II 613

Fr, wöchentl., 14:00 - 16:00, 14.01.2011 - 05.02.2011, 1502 - 615 II 615

Kommentar

Peter Greenaway is one of Britain's most controversial and innovative filmmakers. As Greenaway famously declared that "cinema is dead" and that most people are 'visually illiterate', his films constantly challenge the conventional standards of mimetic and narrative cinema, replacing them with non-narrative serial structures or intricate split-screen techniques branching out into intermedial experiences. Taking an ironic and distanced view on his subjects, often focussing on the inevitability of decay and death, almost all of his work questions our assumptions about viewing and representing the world. A trained painter, Greenaway has also created and curated exhibitions in leading museums and art galleries around the world. This interest in the visual arts - preferably from the Renaissance and the Dutch masters - also shows in his films, often with stunningly beautiful results.

In this seminar, we will look at Greenaway's cinema and some of his writings in detail. Starting with some of his early short films and his first feature *The Draughtsman's Contract* (1982), we will then move on to his more recent work, for example the trilogy *The Tulse Luper Suitcases* (2001-2003) and his extended 'art lecture' *Rembrandt's J'accuse* (2008), which reveals Rembrandt's painting *The Night Watch* as a hidden indictment of a murder conspiracy. In the process, we will explore Greenaway's cinema in the contexts of mannerism and current postmodernist approaches.

Please register for the seminar in Stud.IP.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [easterwindow@freenet.de](mailto:easterwindow@freenet.de)

Bemerkung

BritA / AAS2, AAS4

**Before the Hollywood Code: Early and Transitional Film**

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth (verantwortlich) / Denson (M. A.), Shane (begleitend)

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 609 II 609

Fr, Einzel, 12:00 - 14:00, 05.11.2010 - 05.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 19.11.2010 - 19.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 26.11.2010 - 26.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 03.12.2010 - 03.12.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 10.12.2010 - 10.12.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 07.01.2011 - 07.01.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

This course will investigate American film's fascinating early history before the Motion Picture Production Code of 1930 was formulated and before the 'invisible' style of classical Hollywood film took over sound technologies in the late 1920s and early 1930s. We will look at the impact of late nineteenth century cinematic technologies on the development of filmic narrative styles, we will be concerned with the sites and practices of the American entertainment industry and of early American movie audiences, and we will discuss emergent formats and techniques of filmic narration in American films during the first three decades of the twentieth century, tracing the development of filmic style from the one-reel film to feature films and film serials in the 1910s and 20s. The course will be centrally concerned with two transitional periods, which we shall consider in both historical and theoretical terms: first, the so-called transitional era of the 1910s, which marked a major paradigm shift from early or 'primitive' film to the classical age of silent film, and second, the sound-film transition of the late 1920s and early 1930s, in which the technological infrastructure of the cinema briefly took center stage again. By engaging with the developments and transformations of pre-Code American film, we hope to discover a history that remains relevant to our medial situations in the present, illuminating the formative background of a still dominant form of film entertainment and perhaps even shedding light on the meaning of later transitions such as those to color, widescreen, and digital film technologies. The main part of the course will consist in discussions of exemplary films from the early and transitional phases of American film (ca. 1895-1930), and in an engagement with film-theoretical reflections and interventions.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information (especially with regard to the film screenings which will be part of this course) as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [ruth.mayer@engsem.uni-hannover.de](mailto:ruth.mayer@engsem.uni-hannover.de)

Bemerkung

AmerA / AAS2, AAS4

Literatur

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

## Civil Rights

Seminar, SWS: 2, Max. Teilnehmer: 25

Twelbeck, Kirsten

Do, wöchentl., 10:00 - 12:00, 21.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

In the American context, the term "Civil Rights movement" is commonly associated with the African American struggle for equal rights that started in the late 1950s and reached its climax in the 1960s. Its ideological roots and legal arguments, however, can be found in the demands of propertied white men who wanted to promote their interests in 18th century America, in the foundational documents of American democracy, in texts such as Thoreau's "Civil Disobedience" and in the "Declaration of Sentiments," as well as in the 13th to 15th Amendments of the Reconstruction era. This seminar looks at the history of the rights movement in the United States; it introduces and discusses its various political and cultural strands, including the American Indian Movement, the Chicano Movement, and the Asian American movement. Proceeding on the assumption that the idea of civil rights has been travelling back and forth across continents, we will spend some sessions tracing the transatlantic and transpacific trafficking of experiences of oppression and resistance. Topics to be discussed include the influence of Thoreau's "Civil Disobedience" on the Independence Movement in India, the American Civil Rights movement, and the anti-Apartheid movement. We will ask in what respect the Holocaust has influenced the involvement of American Jews in the Civil Rights Movement and whether the stay of African-American soldiers in a non-segregated post-WWII Germany had an impact on Civil Rights in America.

The seminar will approach the topic from a cultural perspective, investigating the debates among African-American jazz musicians, the role of the Martin Luther King holiday and the African-American "invented tradition" of Kwanzaa to name some examples.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [kirsten.twelbeck@engsem.uni-hannover.de](mailto:kirsten.twelbeck@engsem.uni-hannover.de)

Literatur

Please obtain the books that will be posted on Stud.IP before the semester starts.

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

**English and German in Comparison and Contrast**

Seminar, SWS: 2

Schulze, Rainer / Diwald, Gabriele

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 003 II 003

Kommentar

This seminar will present a comprehensive and fine-grained analysis of the major contrasts between English and German with the aim of showing how far two closely related languages have moved apart and of providing new foundations for the study and the teaching of English from the perspective of German and the study of German from the perspective of English. This advanced seminar will be based on a thorough exploration of the relevant literature on the two languages and on language typology in general. Areas that will be covered include inflectional morphology, tense and aspect, grammatical relations, internal and external possessors, voice: active and passive, reflexivity and intensification, word order and sentence types, *wh*-movement and relativization, non-finite subordination, and contrasts in the lexicon.

Please register for this advanced seminar on Stud.IP by October 1, 2010, and check there for updates and additional information as the winter term approaches.

Prerequisites for SL certificate will be specified in class and/or Stud.IP

For further information: [rainer.schulze@engsem.uni-hannover.de](mailto:rainer.schulze@engsem.uni-hannover.de)

Bemerkung

LingA1, LingA2 / FAL5.1, FAL 5.2

Literatur

The seminar will be based on the following textbook: König, Ekkehard and Volker Gast. 2009. *Understanding English-German Contrasts*. 2<sup>nd</sup> ed. Berlin: Erich Schmidt Verlag. Parts of the book will be made available in a reader.

## Historical and Literary Perspectives on Family Structures in Southern Africa

Seminar, SWS: 2

Rüther, Kirsten (Prüfer/-in) / Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 1146 - B209

Kommentar

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 examine family structures in 19th and 20th-century texts from and about southern Africa. There is a recent trend in both Historical and Cultural Studies to investigate the history and representation of kinship and families, and it is this trend that we will follow.

We shall begin with a general introduction to southern Africa with a focus on South African geography, history and cultures to provide the background for our specialized reading. This will include historiographic material on the transformations of family structures and kinship terminology in southern Africa in the 19th and early 20th century to be discussed in plenary sessions. Our main text will be Terence Ranger's *Are we not also men? The Samkange Family and African Politics in Zimbabwe 1920-64* (1995) which presents four generations of Zimbabweans and explores the methodologies of writing family biographies.

From there we shall move on to Sol T. Plaatje's novel *Mhudi*, the first South African novel written by a black person. Plaatje (1876-1932), a political activist and founder-member of the forerunner of the ANC, sets his historical novel in the 1830s and negotiates issues of power and family formation in a period of conflict among different ethnic groups. He uses the Western form of the novel to discuss local issues, infusing it with song and other elements of oral literature.

Another special feature of this course will be the projects we invite you to develop on your own (or in groups) based on the issues discussed in class. We will suggest some material to you, offer consultation hours and provide the opportunity to present your projects in class. To give you enough time to prepare and to enjoy these projects, we have reduced the reading assignments and will require none of the traditional student presentations.

For further information: [jana.gohrisch@engsem.uni-hannover.de](mailto:jana.gohrisch@engsem.uni-hannover.de) or [Kirsten.Ruether@hist.uni-hannover.de](mailto:Kirsten.Ruether@hist.uni-hannover.de).

Bemerkung

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 Geschichte und Literatur des südlichen Afrika interessieren.

Literatur

BritA / AAS5

Sol T. Plaatje. *Mhudi*. Ed. By Stephen Gray. Penguin South Africa: Johannesburg 2005.

Terence Ranger. *Are we not also men? The Samkange Family and African Politics in Zimbabwe 1920-64*: London 1995.

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 copy of Plaatje's novel in the above-mentioned edition and read it in advance.

### Maori Fiction: Texts and Contexts

Seminar, SWS: 2

Grünkemeier, Ellen

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 703 II 703

Mo, Einzel, 18:00 - 21:00, 22.11.2010 - 22.11.2010, 1502 - 615 II 615 , Filmvorführung

Kommentar

In postcolonial studies, New Zealand is known for its vibrant contemporary literary and cultural scene. In this seminar our focus will be on a specific sub-category: the rich Maori literature in English. We will work on some much acclaimed contemporary authors and texts. Starting with Keri Hulme's novel *The Bone People* (winner of the Booker Prize in 1985) as an introduction to Maori fiction and its cultural issues, we will move on to Patricia Grace's *Potiki* and to Witi Ihimaera's *The Whale Rider* which has become known to an international audience especially through its successful film adaptation. In addition to our close readings, we will relate the texts to their social, political, historical and cultural contexts. Our discussion will include issues such as colonialism and its legacies, languages, identities, arts and cultures, legends and mythology.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information, please contact: [ellen.gruenkemeier@engsem.uni-hannover.de](mailto:ellen.gruenkemeier@engsem.uni-hannover.de)

Bemerkung

**Please note that Prof. Dr. Kupetz is offering a corresponding seminar on "Maori Studies in English Teacher Education" (Mo, 14:00/16:00 Uhr, Raum: 1502.615). With its educational studies perspective, the seminar will provide additional and fruitful insights. Students are more than welcome to attend both classes.**

Literatur

BritA / AAS3, AAS5

A reader with theoretical texts and context material will be provided. Students who wish to attend this course should also get hold of the following texts:

Grace, Patricia. *Potiki* . Hulme, Keri. *The Bone People: A Novel* .

Ihimaera, Witi. *The Whale Rider* .

### Progressivism and the New Woman. American Literature and Culture, 1880-1910

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Mo, wöchentl., 12:00 - 14:00, 18.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

In this course we will be concerned with American Progressivism, focusing on the heyday of the Progressive Movement at the turn of the twentieth century. This movement manifested itself in countless reform projects and in efforts at a fundamental restructuring of American society. Our focus will be on the evolving concept of the 'new woman' which became quite prominent in Progressive circles in this period of time. 'New women' took part in the Progressive Movement as activists, and they also figured as the protagonists of literary texts or other representations of the period. We will read, among other texts, Charlotte Perkins Gilman's "The Yellow Wallpaper" (1892), and Edith Wharton's *The House of Mirth* (1905); narratives which do not so much enact the 'new woman' but rather display the problems and misunderstandings which arise out of the deep-going rearrangement of gender relations and gender hierarchies of the day. We will be particularly interested in the remapping of the private and the public, of interior and exterior spaces in the culture of the Progressive era.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [ruth.mayer@engsem.uni-hannover.de](mailto:ruth.mayer@engsem.uni-hannover.de)

Bemerkung

AmerA / AAS2, AAS3

Literatur

Please purchase Edith Wharton's *A House of Mirth* (Norton Critical Edition, ISBN 978-0393959017).

A reader with additional course material will be made available in the first session of the class.

### Re-Reading the Brontës

Seminar, SWS: 2

Gohrisch, Jana

Mi, wöchentl., 10:00 - 12:00, 20.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

The novels by the Brontë sisters, esp. those by Charlotte and Emily Brontë, belong to the classic tradition of the 19<sup>th</sup>-century English novel. The texts are famous for their passionate protest against the limiting social conditions for (lower middle-class) women and their equally passionate claim for individual freedom and female independence. A closer inspection of the texts, however, reveals a tendency for compromise and submission to the social status quo. These contradictions make for interesting reading and will occupy us in our class discussions of Anne Brontë's *Agnes Grey*, Charlotte Brontë's *Jane Eyre*, and Emily Brontë's *Wuthering Heights*, all published in 1847. We shall analyse the narrative devices and major themes of the novels against the contemporary religious, social and cultural background.

Students are expected to give a presentation in class.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [jana.gohrisch@engsem.uni-hannover.de](mailto:jana.gohrisch@engsem.uni-hannover.de)

Bemerkung

BritA / AAS2

Literatur

**Please, read at least one novel in advance** and bring your own copies of the texts (Oxford Classics or the Penguin Classics edition).

### Linguistic Survey

## Phonetics & Phonology

Vorlesung, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 003 II 003

Kommentar

This course will take a closer look at the phonetics and phonology of English. We will look at both segmental and supra-segmental features of the reference accents of English, RP and General American. If appropriate, the theoretical angle will be contrastive, focussing on differences between German and English. In other cases, the approach will be diachronic with a special emphasis on on-going trends, variationist, with a special emphasis on the correlation of pronunciation and social groups, theoretical, with a special focus on the problems of allophony, and practical, with a special focus on handling IPA transcription.

For further information: [ulrike.altendorf@engsem.uni-hannover.de](mailto:ulrike.altendorf@engsem.uni-hannover.de)

Bemerkung

LingF3

## Advanced Linguistics

### Principles of Language Change

Seminar, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 08:00 - 10:00, 20.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This course will review language-external and language-internal principles of language change. Language-external factors to be treated are, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms comprise the notions of markedness and naturalness as well as the economy of the language system. All principles will be applied to the history of English beginning as early as 449 AD and taking it right through to the present day.

For further information: [ulrike.altendorf@engsem.uni-hannover.de](mailto:ulrike.altendorf@engsem.uni-hannover.de)

Bemerkung

LingA1, LingA2 / FAL1

### Research Methods in Linguistics

Seminar, SWS: 2

Schulze, Rainer

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This advanced seminar will guide the participants through the key issues, principles, and core contributions of core methods in linguistic research.

Topics will include: developing research questions, combining methods, quantitative research designs (including questionnaires), corpus analysis, qualitative research methods (discourse analytical approaches, linguistic ethnography, interviews and focus groups, multimodal analysis, and narrative analysis). With each class offering an overview of key issues, many examples from recent linguistic research, and suggestions for further reading, this seminar will be a valuable resource for anyone working with linguistic data.

**Please register for this seminar on Stud.IP by October 1, 2010, and check there for updates and additional information as the winter term approaches.**

Prerequisites for SL certificate: will be specified in class and/or Stud.IP

For further information: [rainer.schulze@engsem.uni-hannover.de](mailto:rainer.schulze@engsem.uni-hannover.de)

Bemerkung

LingA1, LingA2 / FAL2

## Advanced Literature and Culture

**Art, Conspiracy, and Death - The Cinema of Peter Greenaway**

Seminar, SWS: 2

Köhler, Thom.

Fr, wöchentl., 14:00 - 16:00, 22.10.2010 - 17.12.2010, 1502 - 615 II 615

Fr, Einzel, 14:00 - 16:00, 07.01.2011 - 07.01.2011, 1502 - 613 II 613

Fr, wöchentl., 14:00 - 16:00, 14.01.2011 - 05.02.2011, 1502 - 615 II 615

Kommentar

Peter Greenaway is one of Britain's most controversial and innovative filmmakers. As Greenaway famously declared that "cinema is dead" and that most people are 'visually illiterate', his films constantly challenge the conventional standards of mimetic and narrative cinema, replacing them with non-narrative serial structures or intricate split-screen techniques branching out into intermedial experiences. Taking an ironic and distanced view on his subjects, often focussing on the inevitability of decay and death, almost all of his work questions our assumptions about viewing and representing the world. A trained painter, Greenaway has also created and curated exhibitions in leading museums and art galleries around the world. This interest in the visual arts - preferably from the Renaissance and the Dutch masters - also shows in his films, often with stunningly beautiful results.

In this seminar, we will look at Greenaway's cinema and some of his writings in detail. Starting with some of his early short films and his first feature *The Draughtsman's Contract* (1982), we will then move on to his more recent work, for example the trilogy *The Tulse Luper Suitcases* (2001-2003) and his extended 'art lecture' *Rembrandt's J'accuse* (2008), which reveals Rembrandt's painting *The Night Watch* as a hidden indictment of a murder conspiracy. In the process, we will explore Greenaway's cinema in the contexts of mannerism and current postmodernist approaches.

Please register for the seminar in Stud.IP.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [easterwindow@freenet.de](mailto:easterwindow@freenet.de)

Bemerkung

BritA / AAS2, AAS4

### Before the Hollywood Code: Early and Transitional Film

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth (verantwortlich) / Denson (M. A.), Shane (begleitend)

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 609 II 609

Fr, Einzel, 12:00 - 14:00, 05.11.2010 - 05.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 19.11.2010 - 19.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 26.11.2010 - 26.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 03.12.2010 - 03.12.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 10.12.2010 - 10.12.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 07.01.2011 - 07.01.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

This course will investigate American film's fascinating early history before the Motion Picture Production Code of 1930 was formulated and before the 'invisible' style of classical Hollywood film took over sound technologies in the late 1920s and early 1930s. We will look at the impact of late nineteenth century cinematic technologies on the development of filmic narrative styles, we will be concerned with the sites and practices of the American entertainment industry and of early American movie audiences, and we will discuss emergent formats and techniques of filmic narration in American films during the first three decades of the twentieth century, tracing the development of filmic style from the one-reel film to feature films and film serials in the 1910s and 20s. The course will be centrally concerned with two transitional periods, which we shall consider in both historical and theoretical terms: first, the so-called transitional era of the 1910s, which marked a major paradigm shift from early or 'primitive' film to the classical age of silent film, and second, the sound-film transition of the late 1920s and early 1930s, in which the technological infrastructure of the cinema briefly took center stage again. By engaging with the developments and transformations of pre-Code American film, we hope to discover a history that remains relevant to our medial situations in the present, illuminating the formative background of a still dominant form of film entertainment and perhaps even shedding light on the meaning of later transitions such as those to color, widescreen, and digital film technologies. The main part of the course will consist in discussions of exemplary films from the early and transitional phases of American film (ca. 1895-1930), and in an engagement with film-theoretical reflections and interventions.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information (especially with regard to the film screenings which will be part of this course) as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [ruth.mayer@engsem.uni-hannover.de](mailto:ruth.mayer@engsem.uni-hannover.de)

Bemerkung

AmerA / AAS2, AAS4

Literatur

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

## Civil Rights

Seminar, SWS: 2, Max. Teilnehmer: 25

Twelbeck, Kirsten

Do, wöchentl., 10:00 - 12:00, 21.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

In the American context, the term "Civil Rights movement" is commonly associated with the African American struggle for equal rights that started in the late 1950s and reached its climax in the 1960s. Its ideological roots and legal arguments, however, can be found in the demands of propertied white men who wanted to promote their interests in 18th century America, in the foundational documents of American democracy, in texts such as Thoreau's "Civil Disobedience" and in the "Declaration of Sentiments," as well as in the 13th to 15th Amendments of the Reconstruction era. This seminar looks at the history of the rights movement in the United States; it introduces and discusses its various political and cultural strands, including the American Indian Movement, the Chicano Movement, and the Asian American movement. Proceeding on the assumption that the idea of civil rights has been travelling back and forth across continents, we will spend some sessions tracing the transatlantic and transpacific trafficking of experiences of oppression and resistance. Topics to be discussed include the influence of Thoreau's "Civil Disobedience" on the Independence Movement in India, the American Civil Rights movement, and the anti-Apartheid movement. We will ask in what respect the Holocaust has influenced the involvement of American Jews in the Civil Rights Movement and whether the stay of African-American soldiers in a non-segregated post-WWII Germany had an impact on Civil Rights in America.

The seminar will approach the topic from a cultural perspective, investigating the debates among African-American jazz musicians, the role of the Martin Luther King holiday and the African-American "invented tradition" of Kwanzaa to name some examples.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [kirsten.twelbeck@engsem.uni-hannover.de](mailto:kirsten.twelbeck@engsem.uni-hannover.de)

Literatur

Please obtain the books that will be posted on Stud.IP before the semester starts.

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

## Historical and Literary Perspectives on Family Structures in Southern Africa

Seminar, SWS: 2

Rüther, Kirsten (Prüfer/-in) / Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 1146 - B209

Kommentar

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 examine family structures in 19th and 20th-century texts from and about southern Africa. There is a recent trend in both Historical and Cultural Studies to investigate the history and representation of kinship and families, and it is this trend that we will follow.

We shall begin with a general introduction to southern Africa with a focus on South African geography, history and cultures to provide the background for our specialized reading. This will include historiographic material on the transformations of family structures and kinship terminology in southern Africa in the 19th and early 20th century to be discussed in plenary sessions. Our main text will be Terence Ranger's *Are we not also men? The Samkange Family and African Politics in Zimbabwe 1920-64* (1995) which presents four generations of Zimbabweans and explores the methodologies of writing family biographies.

From there we shall move on to Sol T. Plaatje's novel *Mhudi*, the first South African novel written by a black person. Plaatje (1876-1932), a political activist and founder-member of the forerunner of the ANC, sets his historical novel in the 1830s and negotiates issues of power and family formation in a period of conflict among different ethnic groups. He uses the Western form of the novel to discuss local issues, infusing it with song and other elements of oral literature.

Another special feature of this course will be the projects we invite you to develop on your own (or in groups) based on the issues discussed in class. We will suggest some material to you, offer consultation hours and provide the opportunity to present your projects in class. To give you enough time to prepare and to enjoy these projects, we have reduced the reading assignments and will require none of the traditional student presentations.

For further information: [jana.gohrisch@engsem.uni-hannover.de](mailto:jana.gohrisch@engsem.uni-hannover.de) or [Kirsten.Ruether@hist.uni-hannover.de](mailto:Kirsten.Ruether@hist.uni-hannover.de).

Bemerkung

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 Geschichte und Literatur des südlichen Afrika interessieren.

Literatur

BritA / AAS5

Sol T. Plaatje. *Mhudi*. Ed. By Stephen Gray. Penguin South Africa: Johannesburg 2005.

Terence Ranger. *Are we not also men? The Samkange Family and African Politics in Zimbabwe 1920-64*: London 1995.

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 copy of Plaatje's novel in the above-mentioned edition and read it in advance.

### Maori Fiction: Texts and Contexts

Seminar, SWS: 2

Grünkemeier, Ellen

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 703 II 703

Mo, Einzel, 18:00 - 21:00, 22.11.2010 - 22.11.2010, 1502 - 615 II 615 , Filmvorführung

Kommentar

In postcolonial studies, New Zealand is known for its vibrant contemporary literary and cultural scene. In this seminar our focus will be on a specific sub-category: the rich Maori literature in English. We will work on some much acclaimed contemporary authors and texts. Starting with Keri Hulme's novel *The Bone People* (winner of the Booker Prize in 1985) as an introduction to Maori fiction and its cultural issues, we will move on to Patricia Grace's *Potiki* and to Witi Ihimaera's *The Whale Rider* which has become known to an international audience especially through its successful film adaptation. In addition to our close readings, we will relate the texts to their social, political, historical and cultural contexts. Our discussion will include issues such as colonialism and its legacies, languages, identities, arts and cultures, legends and mythology.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information, please contact: [ellen.gruenkemeier@engsem.uni-hannover.de](mailto:ellen.gruenkemeier@engsem.uni-hannover.de)

Bemerkung

**Please note that Prof. Dr. Kupetz is offering a corresponding seminar on "Maori Studies in English Teacher Education" (Mo, 14:00/16:00 Uhr, Raum: 1502.615). With its educational studies perspective, the seminar will provide additional and fruitful insights. Students are more than welcome to attend both classes.**

Literatur

BritA / AAS3, AAS5

A reader with theoretical texts and context material will be provided. Students who wish to attend this course should also get hold of the following texts:

Grace, Patricia. *Potiki* . Hulme, Keri. *The Bone People: A Novel* .

Ihimaera, Witi. *The Whale Rider* .

### Progressivism and the New Woman. American Literature and Culture, 1880-1910

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Mo, wöchentl., 12:00 - 14:00, 18.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

In this course we will be concerned with American Progressivism, focusing on the heyday of the Progressive Movement at the turn of the twentieth century. This movement manifested itself in countless reform projects and in efforts at a fundamental restructuring of American society. Our focus will be on the evolving concept of the 'new woman' which became quite prominent in Progressive circles in this period of time. 'New women' took part in the Progressive Movement as activists, and they also figured as the protagonists of literary texts or other representations of the period. We will read, among other texts, Charlotte Perkins Gilman's "The Yellow Wallpaper" (1892), and Edith Wharton's *The House of Mirth* (1905); narratives which do not so much enact the 'new woman' but rather display the problems and misunderstandings which arise out of the deep-going rearrangement of gender relations and gender hierarchies of the day. We will be particularly interested in the remapping of the private and the public, of interior and exterior spaces in the culture of the Progressive era.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [ruth.mayer@engsem.uni-hannover.de](mailto:ruth.mayer@engsem.uni-hannover.de)

Bemerkung

AmerA / AAS2, AAS3

Literatur

Please purchase Edith Wharton's *A House of Mirth* (Norton Critical Edition, ISBN 978-0393959017).

A reader with additional course material will be made available in the first session of the class.

### Re-Reading the Brontës

Seminar, SWS: 2

Gohrisch, Jana

Mi, wöchentl., 10:00 - 12:00, 20.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

The novels by the Brontë sisters, esp. those by Charlotte and Emily Brontë, belong to the classic tradition of the 19<sup>th</sup>-century English novel. The texts are famous for their passionate protest against the limiting social conditions for (lower middle-class) women and their equally passionate claim for individual freedom and female independence. A closer inspection of the texts, however, reveals a tendency for compromise and submission to the social status quo. These contradictions make for interesting reading and will occupy us in our class discussions of Anne Brontë's *Agnes Grey*, Charlotte Brontë's *Jane Eyre*, and Emily Brontë's *Wuthering Heights*, all published in 1847. We shall analyse the narrative devices and major themes of the novels against the contemporary religious, social and cultural background.

Students are expected to give a presentation in class.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [jana.gohrisch@engsem.uni-hannover.de](mailto:jana.gohrisch@engsem.uni-hannover.de)

Bemerkung

BritA / AAS2

Literatur

**Please, read at least one novel in advance** and bring your own copies of the texts (Oxford Classics or the Penguin Classics edition).

## Theories and Methods of Literary Studies

Seminar, SWS: 2

Krämer, Lucia

Do, wöchentl., 14:00 - 16:00, 21.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

Oscar Wilde's novel *The Picture of Dorian Gray* will serve as the central literary text in this seminar, which will introduce students to a plurality of literary theories and methods and illustrate them by applying them to Wilde's text. The course will cover all the major theoretical approaches to literature and culture from the twentieth century, such as Structuralism, Formalism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxist Criticism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Queer Theory, Postcolonial Theory, and New Historicism and Cultural Materialism.

As a preparation for the work in class, you will have to familiarise yourselves with the key ideas of these respective approaches and read selected theoretical texts by some of their key representatives. In class, we will then discuss and systematise these ideas and try to apply them to Wilde's *The Picture of Dorian Gray* in order to illustrate the practical value of these theories and familiarise you with their terminologies. In this way you should gain an insight into the diverse approaches in current scholarship and become confident in using theory yourselves.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [lucia.kraemer@engsem.uni-hannover.de](mailto:lucia.kraemer@engsem.uni-hannover.de)

Bemerkung

BritA / AAS1

Literatur

As we will work with only one literary text, students are expected to be thoroughly familiar with Wilde's novel at the beginning of the semester. There are a number of different editions of the novel, whose texts differ quite considerably. In order to ensure that we all use the same text, students must buy the following edition:

Wilde, Oscar. *The Picture of Dorian Gray*. Ed. Joseph Bristow. Oxford: Oxford UP, 2008. (Oxford World's Classics).

A reader with the theoretical texts covered in the seminar will be available from Copyshop Stork (Körnerstraße 3) from the beginning of October.

Students are advised to begin their background reading for the course in the semester break.

### Recommended background reading (and purchase):

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester UP, 2002.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: Oxford UP, 2000.

Lodge, David, and Nigel Wood, ed. *Modern Criticism and Theory: A Reader*. 3rd ed. Harlow: Longman, 2008.

### Victorian Children's Fiction

Seminar, SWS: 2

Bennett, Peter

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

The evangelical and moralistic stories that dominated children's fiction in the first half of the nineteenth century were augmented (though not supplanted) from the 1850s onwards by fantasy, adventure and other types of story. Taking a representative variety of texts and theoretical approaches, we shall read the stories "against the grain", so to speak, in order to uncover the mechanisms by which they generate meaning and to explore their ideological, psychological and other subtexts. We shall also pay attention to specific historical and cultural factors that contributed to the busy and evolving market in Victorian children's fiction.

Would-be participants are asked to register on Stud.IP and to keep their eyes on that site before teaching begins.

Prerequisites for certificate: short presentation (SL), final essay (PL).

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

Bemerkung

BritA / AAS2

Literatur

**The first text will be uploaded beforehand and students will be asked to have read it before the first meeting.** All other texts will be announced at the first meeting. Many will be free downloads, although students may be asked to buy texts that are not available in digital form.

### Integrated English Practice

SPTOP

#### Integrated English Practice: Topics "Cultural Currents on the American Coasts"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

*Studienleistungen:* two written or oral tasks for all students

*Prüfungsleistung :* a term paper of 2000 words in one of the SPTOP courses

This course will explore cultures of the United States, with a focus on the coastal regions of the mainland. This will include East and West Coasts, as well as the Southeastern coasts and Gulf of Mexico region. Topics include the "culture war" since the Obama presidency, right and left-wing political movements, religion, traditions of lifestyle, food, and music, and racial and other multi-cultural issues. The two Studienleistungen will be a presentation and a translated text. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions. The Prüfungsleistung is an essay based on a topic from the course.

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

### Integrated English Practice: Topics "Movement through Music: Music as Knowledge"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Mi, wöchentl., 16:00 - 18:00, 27.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

*Studienleistungen:* two written or oral tasks for all students

*Prüfungsleistung :* a term paper of 2000 words in one of the SPTOP courses

This course uses the medium of music to teach and expand upon various social and cultural movements in the history of the United States and Anglo-European contexts.

Various genres of music will be covered, including pop music, rap, heavy metal, country music, and various alternative forms. Social phenomena such as the anti-war movements from the 1960's to the present, civil rights and feminist movements, anarchist and punk movements will be covered, as well as issues from violence, poverty, and economy, to more abstract ideas like modern values, love, and happiness. The *Studienleistungen* are a translation and an oral presentation. The *Prüfungsleistung* is an essay based on a topic from the course.

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

## Contexts of English Use

### SPEP

#### Contexts of English Language Use: English for Professional Use

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Bennett, Peter

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 05.02.2011, 1502 - 703 II 703

Do, wöchentl., 14:00 - 16:00, 28.10.2010 - 05.02.2011, 1502 - 703 II 703

Fr, wöchentl., 12:00 - 14:00, 29.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

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

*Studienleistungen:* one written task (a CV and application) and one oral presentation

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

### SPVE

**Contexts of English Language Use: Varieties of English "EngSem Yearbook"**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Mo, wöchentl., 14:00 - 16:00, 25.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This module incorporates units dealing with various varieties of language use in English. These include, but are not limited to, Newspapers, Classroom English, Children's Literature, English in Australia. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

*Studienleistungen:* two written/oral tasks

*Prüfungsleistung :* a term paper of 2500 words

This course offers students the opportunity to write and put together a publication along the lines of a yearbook or student magazine. Students will contribute written pieces, solicit texts from other students, undertake editing of texts and put together the yearbook for online publication (the Studienleistungen). The Prüfungsleistung is a reflection essay on the process. This course aims to be useful both for students who wish to be teachers (providing experience in a project which can be undertaken with school classes) and for students looking at careers outside schools (writing, editing and text production skills).

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

**Contexts of English Language Use: Varieties of English "Food and Travel Writing"**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This module incorporates units dealing with various varieties of language use in English. These include such areas as Classroom English, Science Writing, and Newspapers. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

*Studienleistungen :* two written/oral tasks

*Prüfungsleistung :* a term paper of 2500 words

Whether the subject is hiking the Appalachian Trail (Bill Bryson's *A Walk in the Woods* [1998]), or cooking and tasting almost as many parts of a pig as there are cultures which eat them (Anthony Bourdain, *A Cook's Tour* [2001 book and Food Channel series]), at its best travel and food writing can be almost as (if not more) sensual, compelling, inspiring and delicious as the activity itself. In this writing-intensive course you will learn how it is done, and try your own hand at it as well.

The writing assignments for this class will consist of three shorter (150-300 word) submissions and two somewhat longer essays (ca 500 words), along with class participation. The Prüfungsleistung will require those same submissions (the two 500-word essays will count as graded portions of the 2,500 word PL requirement) plus a 1,500 word essay (may require some research) on a nature or environmental topic of interest to the student (can build on one of the earlier submissions).

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

## Contexts of English Language Use: Varieties of English "Nature and Environmental Writing"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Di, wöchentl., 12:00 - 14:00, 26.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

This module incorporates units dealing with various varieties of language use in English. These include, but are not limited to, Newspapers, Classroom English, Children's Literature, English in Australia. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

*Studienleistungen:* two written/oral tasks

*Prüfungsleistung :* a term paper of 2500 words

Some of the best essayists in the Anglophone literary tradition were nature writers- Henry David Thoreau, Gerald Durrell and John McPhee come to mind- and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems.

Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practice many of the writing techniques utilized by the professionals.

The writing assignments for this class will consist of three short (150-300 word) submissions and two somewhat longer essays (ca 500 words), along with class participation. The Prüfungsleistung will require those same submissions (the two 500-word essays will count as graded portions of the 2,500 word PL requirement) plus a 1,500 word essay (may require some research) on a nature or environmental topic of interest to the student (which can build on one of the earlier submissions.)

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

## Masterarbeit / Master Thesis

### Examensseminar Literatur / Kultur

Seminar, SWS: 2

Gohrisch, Jana

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 709 II 709

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](mailto:jana.gohrisch@engsem.uni-hannover.de)

Literatur

Lektüreempfehlungen:

Franck, Norbert und Joachim Stary. *Die Technik des wissenschaftlichen Arbeitens. Eine praktische Anleitung*. 11. überarb. Aufl. Paderborn, München, Wien, Zürich: Schöningh 2003 (UTB).

Nünning, Vera und Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Ernst Klett Sprachen 2005.

Nünning, Ansgar, Hrsg. *Metzler-Lexikon Literatur- und Kulturtheorie: Ansätze - Personen - Grundbegriffe*. Stuttgart [u.a]: J. B. Metzler 2001.

Poplawski, Paul, ed. *English Literature in Context*. Cambridge: Cambridge University Press 2008.

Seeber, Hans-Ulrich (Hg.). *Englische Literaturgeschichte*. Stuttgart: J. B. Metzlersche Verlagsbuchhandlung 2004.

### Key Ideas in Linguistics

Kolloquium, SWS: 2

Schulze, Rainer

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examensseminar richtet sich an alle Studierenden, die kurz vor ihrer mündlichen oder schriftlichen Abschlussprüfung (BA, Staatsexamen, Magister, M. Ed.) stehen und diese im Bereich der Englischen Sprachwissenschaft ablegen wollen.

Der Veranstaltungsplan organisiert sich nach den Bedürfnissen der Teilnehmerinnen und Teilnehmer und enthält möglicherweise Gesprächsrunden zu Themen wie 'mündliche Prüfung', 'Erstellung des Thesenpapiers', 'das Verfassen fachwissenschaftlicher Arbeiten', 'Literaturrecherche' usw. Auch separate Sitzungen zu Kernbegriffen der Englischen Sprachwissenschaft (z. B. corpus linguistics, metaphor, metonymy, cognitive grammar, lexical priming, grammaticalisation usw.) sind denkbar.

Diese Veranstaltung ist keine verkürzte 'Introduction to Linguistics'!

### Key Ideas in Linguistics

Kolloquium, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examensseminar richtet sich an alle Studierenden, die kurz vor ihrer mündlichen oder schriftlichen Abschlussprüfung (BA, Staatsexamen, Magister, M. Ed.) stehen und diese im Bereich der Englischen Sprachwissenschaft ablegen wollen.

Der Veranstaltungsplan organisiert sich nach den Bedürfnissen der Teilnehmerinnen und Teilnehmer und enthält möglicherweise Gesprächsrunden zu Themen wie 'mündliche Prüfung', 'Erstellung des Thesenpapiers', 'das Verfassen fachwissenschaftlicher Arbeiten', 'Literaturrecherche' usw. Auch separate Sitzungen zu Kernbegriffen der Englischen Sprachwissenschaft (z. B. corpus linguistics, metaphor, metonymy, cognitive grammar, lexical priming, grammaticalisation usw.) sind denkbar.

Diese Veranstaltung ist keine verkürzte 'Introduction to Linguistics'!

### Pädagogisches Handeln in der Schule (EW 1)

### Pädagogische Kontexte (EW 2)

### Psychologie in Erziehung und Unterricht

### Ergänzungsstudiengang Lehramt an Gymnasien - Fach Englisch

### Foundations Linguistics

#### Grammaticalization

Seminar, SWS: 2

Lohmann, Arne

Do, wöchentl., 10:00 - 12:00, 28.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

You may hold the view that grammar is a dry and boring category that does nothing more than to simply exist. This course, in contrast, asks: Where does grammar come from? The concept of grammaticalization reveals that grammar is not just "there", but is constantly changing and developing, thereby creating new forms and structures. In a narrow interpretation it describes how grammatical categories evolve out of lexical ones. However, its boundaries to related processes, such as lexicalization and analogy are often unclear. Therefore we will adopt a broader perspective and discuss grammaticalization phenomena in the wider context of linguistic change in general. In doing so, we will pay particular attention to the role of frequency of use. Frequency helps in the emergence of linguistic structure and at the same time leads to phonetic reduction and loss of form. While thus being a force of innovation in the language, curiously it can also be a conservative power, making forms resistant to analogical change. The focus of the course will be on English, however other languages will be considered for comparative purposes.

Prerequisites for certificate: will be specified

Please register via e-mail: [arne.lohmann@uni-hamburg.de](mailto:arne.lohmann@uni-hamburg.de)

Bemerkung

LingF4

### Introduction to Linguistics I

Vorlesung, SWS: 2

Shahrokny-Prehn, Arian

Mo, wöchentl., 08:00 - 10:00, 25.10.2010 - 05.02.2011, 1502 - 003 II 003

Kommentar

This course will provide 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, etc. will be addressed in the following term.

**Please note that there is an enrolment procedure to follow in order to register for this course.**

Prerequisites for SL certificate will be specified in class and/or Stud.IP

For further information: [arian.shahrokny@engsem.uni-hannover.de](mailto:arian.shahrokny@engsem.uni-hannover.de)

Bemerkung LingF1

### Introduction to Linguistics I

Seminar, SWS: 2

Schulze, Rainer

Mo, wöchentl., 14:00 - 16:00, 25.10.2010 - 05.02.2011, 1502 - 003 II 003

Kommentar

This course will provide 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, etc. will be addressed in the following term.

**Please note that there is an enrolment procedure to follow in order to register for this course.**

Prerequisites for certificate: regular attendance, reading assignments, active participation, final exam (*Studienleistung*)

For further information: [rainer.schulze@engsem.uni-hannover.de](mailto:rainer.schulze@engsem.uni-hannover.de)

Bemerkung LingF1

### Introduction to Linguistics I

Seminar, SWS: 2

Gerckens, Caroline (M. A.)

Do, wöchentl., 16:00 - 18:00, 28.10.2010 - 05.02.2011, 1502 - 003 II 003

Kommentar

This course will provide 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, etc. will be addressed in the following term.

**Please note that there is an enrolment procedure to follow in order to register for this course.**

Prerequisites for SL certificate will be specified in class and/or Stud.IP

For further information: [caroline.gerckens@student.uclouvain.be](mailto:caroline.gerckens@student.uclouvain.be)

Bemerkung LingF1

## Introduction to Linguistics II

Vorlesung, SWS: 2

Gerckens, Caroline (M. A.)

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 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, corpus linguistics, speech acts and conversation.

For further information: [caroline.gerckens@student.uclouvain.be](mailto:caroline.gerckens@student.uclouvain.be)

**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 Stud.IP and on a reserve shelf in the library.

## Morphology

Seminar, SWS: 2, Max. Teilnehmer: 35

Shahrokny-Prehn, Arian

Do, wöchentl., 08:00 - 10:00, 21.10.2010 - 05.02.2011, 1502 - 703 II 703

**Kommentar** "Bambification: The mental conversion of flesh and blood living creatures into cartoon characters possessing bourgeois Judeo-Christian attitudes and morals." (Coupland 1991)

Human language is infinitely creative. New words are coined every day while others dwindle away into linguistic oblivion. In this seminar we will take a closer look at how words are structured internally (morphology) as well as how we arrive at new words (word-formation). Initially relying on the background knowledge from LingF1, we will elaborate on the basic theories tackled there in order to arrive at a deeper and fuller understanding of the processes that keep our linguistic engine running. We will, among other things, examine different word-formation processes, investigate the life-cycle of words, and analyse the (ir)regularities of inflection. Students will be encouraged to undertake their own research projects and present them in class.

!!! Class-size will be limited to 35 participants !!!

Students are asked to register for this course via Stud.IP.

For further information, please contact me at: [arian.shahrokny@engsem.uni-hannover.de](mailto:arian.shahrokny@engsem.uni-hannover.de)

**Bemerkung** LingF4

## Phonetics & Phonology

Vorlesung, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 003 II 003

**Kommentar** This course will take a closer look at the phonetics and phonology of English. We will look at both segmental and supra-segmental features of the reference accents of English, RP and General American. If appropriate, the theoretical angle will be contrastive, focussing on differences between German and English. In other cases, the approach will be diachronic with a special emphasis on on-going trends, variationist, with a special emphasis on the correlation of pronunciation and social groups, theoretical, with a special focus on the problems of allophony, and practical, with a special focus on handling IPA transcription.

For further information: [ulrike.altendorf@engsem.uni-hannover.de](mailto:ulrike.altendorf@engsem.uni-hannover.de)

**Bemerkung** LingF3

## The Sociology of Language

Seminar, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 10:00 - 12:00, 20.10.2010 - 05.02.2011, 1502 - 703 II 703

**Kommentar** This course will introduce students to classic and current studies of English sociolinguistics. We will discuss the theoretical assumptions and methodological tools applied in these studies as well as review prominent socio-linguistic variables of English in Britain and beyond.

For further information: [ulrike.altendorf@engsem.uni-hannover.de](mailto:ulrike.altendorf@engsem.uni-hannover.de)

Bemerkung LingF4

## Advanced English Skills

### SPAWR

#### Advanced English Skills: Academic Writing and Research

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Mo, wöchentl., 12:00 - 14:00, 25.10.2010 - 05.02.2011, 1502 - 703 II 703

Mo, wöchentl., 14:00 - 16:00, 25.10.2010 - 05.02.2011, 1502 - 703 II 703

Mo, wöchentl., 16:00 - 18:00, 25.10.2010 - 05.02.2011, 1502 - 703 II 703

Di, wöchentl., 14:00 - 16:00, 26.10.2010 - 05.02.2011, 1502 - 609 II 609

Do, wöchentl., 16:00 - 18:00, 28.10.2010 - 05.02.2011, 1502 - 609 II 609

**Kommentar** This course covers the basics of writing an academic research paper, including thesis statements, outlines, sources and bibliographies, citation and paraphrasing, structures of papers (titles, tables of contents, introductions, body of arguments, conclusions), structures of paragraphs, editing and the writing process. This course prepares students for the academic papers that they will write during their studies.

*Studienleistungen:* an academic paper and two other assignments which build up to the paper

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

### SPCS

### Advanced English Skills: Communication Skills

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Di, wöchentl., 10:00 - 12:00, 26.10.2010 - 05.02.2011, 1502 - 615 II 615

Do, wöchentl., 14:00 - 16:00, 28.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This course aims to give students an understanding of what communication and communication skills are, and an understanding of and practical experience in media use, body language, voice training and presentation styles. This course prepares students for the academic presentations that they will hold during their studies.

*Studienleistungen:* one informal presentation

*Prüfungsleistung:* one academic presentation (based on SPAWR paper)

Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.

### Advanced English Skills: Communication Skills

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Mo, wöchentl., 10:00 - 12:00, 18.10.2010 - 05.02.2011, 1502 - 703 II 703

Di, wöchentl., 12:00 - 14:00, 26.10.2010 - 05.02.2011, 1502 - 703 II 703

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

This course aims to give students an understanding of what communication and communication skills are, and an understanding of and practical experience in media use, body language, voice training and presentation styles. This course prepares students for the academic presentations that they will hold during their studies.

*Studienleistungen:* one informal presentation

*Prüfungsleistung:* one academic presentation (based on SPAWR paper)

Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.

## Writing in English

### SPEW

#### Writing in English: Expository Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Di, wöchentl., 10:00 - 12:00, 26.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

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

*Studienleistungen:* two writing tasks in various genres of expository writing

*Prüfungsleistung:* in-class essay (120 minutes)

**Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

**SPTAP****Writing in English: Textual Analysis and Production**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Mo, wöchentl., 12:00 - 14:00, 25.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

This course examines language, grammar and style of some text types (e.g., news items, biographies, literary texts, advertising, etc). Students will analyse and translate existing texts as well as compose their own original texts.

*Studienleistungen:* one translation and one textual analysis

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

**Foundations Methodology of Teaching English as a Foreign Language****Heterogeneity and Differentiated Instruction: Multilingual Learning as One Solution**

Seminar, SWS: 2

Kerscher, Kundry

Do, wöchentl., 16:00 - 18:00, 21.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

Classes and learning groups of more than thirty pupils are not an invention of modern times! But classes of more than thirty children and adolescents with a growing awareness of and demand for individuality on the side of both students and parents are a serious challenge for the modern language classroom and its teachers. Especially the modern foreign language classroom with an increasing focus on communicative skills demands the necessity of individual offers for students. Since they arrive with extremely different language standards from primary schools, it is increasingly more difficult to cope with the huge gap within groups. This gap (due to various reasons) could hardly be closed if it weren't for internal differentiation. But how is differentiated instruction possible in groups of 34 students? This course will try to tackle this problem. Ideas will be introduced and discussed like using a variety of hands-on learning activities that allow choice while meeting basic key standards, using alternative assessment activities or using partner/group work effectively.

Furthermore, cross-curricular multilingual learning may be utilized to broaden the language skills of the advanced students, and at the same time not to leave behind those who struggle and thus to increase heterogeneity. The multilingualism approach will focus mainly on English and Spanish in the seminar. Therefore, a basic understanding of Spanish is a prerequisite.

In-class lectures at the University will be combined with classroom observations and group activities during the seminar.

Prerequisites: DidF1

For further information: kundrykerscher@web.de

Please register via Stud.IP by October 1, 2010.

Bemerkung

DidF2

Literatur

**Recommended Literature:**

Boller, Sebastian/Rosowski, Elke/Stroot, Thea (Hg.) (2007). Heterogenität in Schule und Unterricht. Handlungsansätze zum pädagogischen Umgang mit Vielfalt. Weinheim u.a.

Wunsch, Christian (2006). Binnendifferenzierung. In: Jung, Udo H. (Hg.) (2006). Praktische Handreichungen für Fremdsprachenlehrer. Frankfurt a.M.

## Introduction to the Methodology of Teaching English

Seminar, SWS: 2

Blell, Gabriele

Di, wöchentl., 12:00 - 14:00, 19.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today:

- Promoting intercultural communicative competence (ICC)
- (Foreign) language learning as individual and collaborative achievement
- Developing learner- and learning centred teaching
- Supporting task-based learning.

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.

Please register via Stud.IP by October 1, 2010.

**For further information: [gabriele.blell@engsem.uni-hannover.de](mailto:gabriele.blell@engsem.uni-hannover.de)**

Bemerkung

DidF1

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

Recommended Literature:

Müller-Hartmann, A. & Schocker-v. Ditfurth, M.: *Introduction to English Language Teaching*. Stuttgart: Klett 2004 (obligatory)

Shrum, J. L. & Glisan, Eileen W.: *Teacher's Handbook. Contextualized Language Instruction*. Boston: Thomson & Heinle 2004.

Bausch, K.-R./ Christ, H./ Krumm, H.-J.(Hrsg.) *Handbuch Fremdsprachenunterricht* ; Tübingen: Francke 1995 (überarbeitete Auflage).

Heuer, H. und F. Klippel: *Englischmet hodik. Problemfelder, Unterrichtswirklichkeit und Handlungsempfehlungen*.

(3. Druck). Berlin: Cornelsen 1993

Jung, Udo H. (Hrsg.): *Praktische Handreichung für Fremdsprachenlehrer* . (2.Aufl.) Frankf. a. Main: Lang 1998

Timm, J.-P./ Bach, G. (Hrsg.): *Englischunterricht*. (2. Aufl.) Tübingen: Francke 1998.

Weskamp, R.: *Fachdidaktik: Grundlagen & Konzepte*. Berlin: Cornelsen 2001.

## Introduction to the Methodology of Teaching English

Seminar, SWS: 2

Becker, Carmen

Do, wöchentl., 10:00 - 12:00, 21.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This introductory methodology course is obligatory for all prospective teachers and for all BA students who plan to complete an M Ed. We recommend that BA students take this class in their 3rd or 4th semester. Non-BA students need to take this class before their intermediate exam.

This course aims at exploring and synthesizing insights from second language acquisition research studies. It aims at involving the participants in their professional development by encouraging the reflection of their own second language learning processes and discussing issues, problems, and possibilities in foreign language teaching methodology. Furthermore it aims at developing a basic methodological framework for a professional intercultural communicative language teaching practice at secondary level, which can function as a methodological springboard for future teaching.

Some of the issues that will be raised are:

SLA and implications for the classroom  
Learner differences and implications for teaching procedures  
Teacher's and learner's roles and responsibilities  
The intercultural communicative classroom/curriculum  
Learner autonomy and learner training  
Teaching the language system / developing language skills  
Planning and assessing learning

Please register by October 1, 2010 (becker.carmen@gmx.net)

Course requirements/SL: regular attendance, active participation, weekly journal (Portfolio)

PL: written module examination (about DidF1/DidF2)

Bemerkung

DidF1

Literatur

Recommended Literature:

Brown, H.D.: *Principles of Language Learning And Teaching* . New York: Longman 2000.

Hedge, T.: *Teaching and Learning in the Language Classroom* . Oxford: Oxford University Press 2000.

Müller-Hartmann, A./ Schocker-von Ditfurth, M.: *Introduction to English Language Teaching* . Stuttgart: Klett 2005.

## London Explorations

Seminar, SWS: 2

Blell, Gabriele

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar „London, thou art at the flower of cities all.“ (William Dunbar, c.1465)

London is the capital city of England and the heart of what was once the greatest empire in the world. To English people over the centuries, London has represented all that was both desirable and detestable about English life. From the Middle Ages until today London has remained a magnet for people from all over the world.

Additionally and with respect to English Language Teaching & Learning, "London" is a topic in many English course books (mostly 7<sup>th</sup> grade *GreenLine*; *EnglishG 2000*; *Nottinghill Gate etc.*) and central to forms of project work in Sek. II. Based on Cultural & Social Studies and on concepts of Intercultural/Transcultural Learning we are going to 'explore' London (time, place/space and people - on- and offline) and will develop very practical materials as well.

You are asked to read the texts / do the exercises assigned and contribute actively to discussions in class. For full credits you have to give a (group) presentation in class and hand in a short and revised written paper.

Please register via Stud.IP by October 1, 2010.

For further information: [gabriele.blell@engsem.uni-hannover.de](mailto:gabriele.blell@engsem.uni-hannover.de)

Bemerkung

DidF2

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

Recommended Literature:

Gregory, Eve and Ann Williams. *City Literacies. Learning to read across generations and cultures*. London and New York: Routledge 2000.

Fox, Kate. *Watching the English*. London: Hodder & Stoughton 2005.

Hall, Stuart (ed.). *Representation. Cultural Representations and Signifying Practices*. London: Sage 1997.

Korte, Barbara & Sternberg, Claudia (ed.): *Many Voices-Many Cultures. Multicultural British Short Stories*. Stuttgart: Reclam 1997

Phillips, Mike: The Theory and practice of London's Multiculturalism In: Lucko, P. & Schlaeger, J.(eds.) *Proceedings Anglistentag 2000 Berlin*. Trier: WVT 2001, 81-94.

Teske, Doris: *Cultural Studies: GB*. Berlin: Cornelsen 2002.

### Maori Studies in English Teacher Education

Seminar, SWS: 2

Kupetz, Rita

Mo, wöchentl., 14:00 - 16:00, 18.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

We will look at the origins, culture and traditions of Maori people of Aotearoa - the land of the long white cloud - New Zealand from an educational and a postcolonial study perspective.

You are expected to study various sources, analyse them and present your findings. Furthermore, you will design materials to teach Maori studies at school and probably teach them in class (mini-practice).

**Please note that Ellen Grünkemeier offers a corresponding seminar on "Maori Fiction: Texts and Contexts" (Di, 10:00/12:00, Raum: 1502.703). With its literary and cultural studies perspective, the seminar will provide additional and fruitful insights. Students are more than welcome to attend both classes.**

**Please register via Stud.IP by October 1, 2010.**

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: rita.kupetz@engsem.uni-hannover.de

Bemerkung

DidF2

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

### Teaching Grammar and Vocabulary

Seminar, SWS: 2

Fellmann, Gabriela

Mi, wöchentl., 16:00 - 18:00, 27.10.2010 - 05.02.2011, 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.

**Please register via Stud.IP by October 1, 2010 and check there for additional information before the first meeting.**

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: FellmannG@aol.com

Bemerkung

DidF2

Literatur

A reader will be available at the copy shop Stork at the beginning of the semester.

Basic Reading:

Larsen-Freeman, Diana: *Teaching language: From grammar to grammaring*. Boston, MA: Thomson-Heinle 2003.

Larsen-Freeman, Diana: Grammar. In: Ronald Carter & David Nunan (eds.) *Teaching English to Speakers of other Languages*. CUP 2004, 34-41.

Lewis, Michael: *Implementing the Lexical Approach. Putting Theory into Practice*. Hove: Language Teaching Publications 1997.

Lindstromberg, Seth & Boers, Frank: *Teaching Chunks of Language. From noticing to remembering*. Helbling Languages 2008.

## Planung und Analyse von Englischunterricht

## Planung und Analyse von Englischunterricht

Seminar, SWS: 2

Kupetz, Rita

Mo, wöchentl., 12:00 - 14:00, 18.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

**Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden und dient der Vorbereitung auf das Fachpraktikum.**

**Es werden Aufzeichnungen von Unterricht analysiert und Unterrichtssequenzen geplant.**

**Die Veranstaltung ist stufen- und schulartübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart.**

**Anmeldung über Stud.IP bis 01.10.2010.**

Voraussetzungen: ASP; DidF1 und DidF2

Bemerkung

DidPA

Literatur

Ein Reader ist erhältlich im Copy Shop Stork (Körnerstraße)

Bach, Gerhard & Johannes-Peter Timm (Hrsg.): *Englischunterricht. Grundlagen und Methoden einer handlungs-orientierten Unterrichtspraxis*. Tübingen: Francke 1989.

Heuer, Helmut & Friederike Klippel: *Englischmethodik. Problemfelder, Unterrichtswirklichkeit und Handlungs-empfehlungen*. Berlin: Cornelsen 1993.

Meyer, Hilbert: *Unterrichtsmethoden*, 2 Bände, Berlin: Cornelsen Scriptor 2001.

Mindt, Dieter: *Unterrichtsplanung Englisch für die Sekundarstufe I* (Neubearbeitung). Stuttgart: Klett 1995.

Schaefer, Klaus: *So schaffen Sie den Englischunterricht*. Münster: Aschendorff 1992.

Timm, Johannes-Peter. (Hrsg.): *Englisch lernen und lehren. Didaktik des Englischunterrichts*. Berlin: Cornelsen 1998.

Ziegésar, Detlev von & Margaret von: *Einführung von Grammatik im Englischunterricht: Materialien und Modelle*. München: Oldenbourg 2001.

## Planung und Analyse von Englischunterricht

Seminar, SWS: 2

Vinals-Stein, Nicole

Di, wöchentl., 16:00 - 18:00, 26.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden und dient der Vorbereitung auf das Fachpraktikum.

Es werden Aufzeichnungen von Unterricht analysiert und Unterrichtssequenzen geplant.

Die Veranstaltung ist stufen- und schulartübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart.

**Anmeldung über Stud.IP bis 01.10.2010.**

Voraussetzungen: ASP; DidF1 und DidF2

Bemerkung

DidPA

Literatur

Ein Reader ist erhältlich im Copy Shop Stork (Körnerstraße)

Bach, Gerhard & Johannes-Peter Timm (Hrsg.): *Englischunterricht. Grundlagen und Methoden einer handlungs-orientierten Unterrichtspraxis*. Tübingen: Francke 1989.

Heuer, Helmut & Friederike Klippel: *Englischmethodik. Problemfelder, Unterrichtswirklichkeit und Handlungs-empfehlungen*. Berlin: Cornelsen 1993.

Meyer, Hilbert: *Unterrichtsmethoden*, 2 Bände, Berlin: Cornelsen Scriptor 2001.

Mindt, Dieter: *Unterrichtsplanung Englisch für die Sekundarstufe I* (Neubearbeitung). Stuttgart: Klett 1995.

Schaefer, Klaus: *So schaffen Sie den Englischunterricht*. Münster: Aschendorff 1992.

Timm, Johannes-Peter. (Hrsg.): *Englisch lernen und lehren. Didaktik des Englischunterrichts*. Berlin: Cornelsen 1998.

Ziegésar, Detlev von & Margaret von: *Einführung von Grammatik im Englischunterricht: Materialien und Modelle*. München: Oldenbourg 2001.

## Advanced Methodology

### Interaction in the foreign language classroom

Seminar, SWS: 2

Kupetz, Rita

Mi, wöchentl., 10:00 - 12:00, 20.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

It has become a tradition in teacher education at the English department of the Leibniz University in Hannover to incorporate issues of interaction and language learning in the curriculum, e.g. by employing a discourse analytical approach. Goals of the seminar are to

study the opportunities created for language learning through interaction investigate the link between interaction and L2 examine language related episodes study the extent to which the learner's linguistic abilities are stretched.

We will combine classroom research and videography. Furthermore, you will be encouraged to design tasks for interaction in the foreign language classroom. The course will be Learnweb 2.0 enhanced.

Please register via Stud.IP by October 1, 2010.

Prerequisites for certificate: will be specified in class and/or Stud.IP

Bemerkung

DidA

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

#### Required Materials:

Demo, Douglas A.: *Discourse Analysis for Language Teachers*. CAL Digest EDO-FL-01-07. 2001.

Mackey, Alison (ed.): *Conversational Interaction in Second Language Acquisition: A collection of empirical studies*. Oxford. OUP 2007.

Seedhouse, Paul: *The Interactional Architecture of the Language Classroom: A Conversation Analysis Perspective*. Oxford: Blackwell 2004.

### Poetry in the English Language Classroom (Sek I/II)

Seminar, SWS: 2

Blell, Gabriele

Do, wöchentl., 10:00 - 12:00, 21.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

Handling poetry is the area of the primary and the secondary English curriculum where teachers feel most uncertain of their knowledge, most uncomfortable about their methods and most guilty about both.

The course will present different approaches to teaching poetry; processes of reading and responding to poetry will be in the centre of discussion. We will deal with methods of analyzing poetry in the English language classroom and subsequently promote creative ways of dealing with poetry in a learner- and activity based way.

You are asked to read the texts / do the exercises assigned and contribute actively to discussions in class. For full credits (Prüfungsleistung) you have to write a term paper (5000 words).

Please register via Stud.IP by October 1, 2010.

For further information: [gabriele.blell@engsem.uni-hannover.de](mailto:gabriele.blell@engsem.uni-hannover.de)

Bemerkung

DidA

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

Recommended Literature:

Benton, P.: *Young Readers Responding to Poems*. London & New York: Routledge 1988.

Benton, M.: *Secondary Worlds: Literature Teaching and the Visual Arts*. Open UP. 1992.

## Shakespeare's *The Taming of the Shrew* and the Teaching of the Text

Seminar, SWS: 2

Blell, Gabriele

Do, wöchentl., 14:00 - 16:00, 21.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

Throughout the history of English language teaching Shakespeare's plays have been a favourite teaching material in the classroom. Seeing them solely as timeless literary masterpieces neglects how they participate in lively controversies in Early Modern England and in recent critical debates. By looking at the historical context we can recreate the conflicts surrounding women's status, marriage, domesticity, disorder and violence which were part of a process of social change. The play articulates the anxieties of a patriarchal culture under pressure, destabilized by contradictory notions of femininity, masculinity and social power which still relate in surprising ways to contemporary gender debates.

Based on this cultural approach we will look at contemporary learner- and activity-oriented approaches to teaching Shakespeare in the EFL-classroom. By letting your learners choose different activities, explore his texts in a more creative way and experiment with the playwright, they can make their own interpretations of Shakespeare's language, characters and stories. Whatever they do, they should remember that Shakespeare wrote his plays to be acted, watched and enjoyed. The following topics will be discussed among others: problems of literary translation, critical evaluation of Shakespeare-textbooks for school; the bard performed or in the movies; Shakespeare and the internet etc.

Please register via Stud.IP by October 1, 2010.

For further information: [gabriele.blell@engsem.uni-hannover.de](mailto:gabriele.blell@engsem.uni-hannover.de)

Bemerkung

DidA

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

### Recommended Literature:

Dolan, Frances (ed.): *William Shakespeare: The Taming of the Shrew. Texts and Contexts*. New York: Bedford Books of St. Martin's Press 1996.

Gibson, Rex (ed.): *Shakespeare: The Taming of the Shrew*. CUP 1996.

Gibson, Rex: *Teaching Shakespeare* (7<sup>th</sup> ed.). CUP 2003.

## Linguistic Survey

## Advanced Linguistics

### English and German in Comparison and Contrast

Seminar, SWS: 2

Schulze, Rainer / Diwald, Gabriele

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 003 II 003

Kommentar

This seminar will present a comprehensive and fine-grained analysis of the major contrasts between English and German with the aim of showing how far two closely related languages have moved apart and of providing new foundations for the study and the teaching of English from the perspective of German and the study of German from the perspective of English. This advanced seminar will be based on a thorough exploration of the relevant literature on the two languages and on language typology in general. Areas that will be covered include inflectional morphology, tense and aspect, grammatical relations, internal and external possessors, voice: active and passive, reflexivity and intensification, word order and sentence types, *wh*-movement and relativization, non-finite subordination, and contrasts in the lexicon.

Please register for this advanced seminar on Stud.IP by October 1, 2010, and check there for updates and additional information as the winter term approaches.

Prerequisites for SL certificate will be specified in class and/or Stud.IP

For further information: [rainer.schulze@engsem.uni-hannover.de](mailto:rainer.schulze@engsem.uni-hannover.de)

Bemerkung

LingA1, LingA2 / FAL5.1, FAL 5.2

Literatur

The seminar will be based on the following textbook: König, Ekkehard and Volker Gast. 2009. *Understanding English-German Contrasts*. 2<sup>nd</sup> ed. Berlin: Erich Schmidt Verlag. Parts of the book will be made available in a reader.

### Principles of Language Change

Seminar, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 08:00 - 10:00, 20.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This course will review language-external and language-internal principles of language change. Language-external factors to be treated are, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms comprise the notions of markedness and naturalness as well as the economy of the language system. All principles will be applied to the history of English beginning as early as 449 AD and taking it right through to the present day.

For further information: [ulrike.altendorf@engsem.uni-hannover.de](mailto:ulrike.altendorf@engsem.uni-hannover.de)

Bemerkung

LingA1, LingA2 / FAL1

## Research Methods in Linguistics

Seminar, SWS: 2

Schulze, Rainer

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This advanced seminar will guide the participants through the key issues, principles, and core contributions of core methods in linguistic research.

Topics will include: developing research questions, combining methods, quantitative research designs (including questionnaires), corpus analysis, qualitative research methods (discourse analytical approaches, linguistic ethnography, interviews and focus groups, multimodal analysis, and narrative analysis). With each class offering an overview of key issues, many examples from recent linguistic research, and suggestions for further reading, this seminar will be a valuable resource for anyone working with linguistic data.

**Please register for this seminar on Stud.IP by October 1, 2010, and check there for updates and additional information as the winter term approaches.**

Prerequisites for SL certificate: will be specified in class and/or Stud.IP

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

Bemerkung

LingA1, LingA2 / FAL2

## Foundations British Studies 1

### Advanced Literature and Culture

#### Art, Conspiracy, and Death - The Cinema of Peter Greenaway

Seminar, SWS: 2

Köhler, Thom.

Fr, wöchentl., 14:00 - 16:00, 22.10.2010 - 17.12.2010, 1502 - 615 II 615

Fr, Einzel, 14:00 - 16:00, 07.01.2011 - 07.01.2011, 1502 - 613 II 613

Fr, wöchentl., 14:00 - 16:00, 14.01.2011 - 05.02.2011, 1502 - 615 II 615

Kommentar

Peter Greenaway is one of Britain's most controversial and innovative filmmakers. As Greenaway famously declared that "cinema is dead" and that most people are 'visually illiterate', his films constantly challenge the conventional standards of mimetic and narrative cinema, replacing them with non-narrative serial structures or intricate split-screen techniques branching out into intermedial experiences. Taking an ironic and distanced view on his subjects, often focussing on the inevitability of decay and death, almost all of his work questions our assumptions about viewing and representing the world. A trained painter, Greenaway has also created and curated exhibitions in leading museums and art galleries around the world. This interest in the visual arts - preferably from the Renaissance and the Dutch masters - also shows in his films, often with stunningly beautiful results.

In this seminar, we will look at Greenaway's cinema and some of his writings in detail. Starting with some of his early short films and his first feature *The Draughtsman's Contract* (1982), we will then move on to his more recent work, for example the trilogy *The Tulse Luper Suitcases* (2001-2003) and his extended 'art lecture' *Rembrandt's J'accuse* (2008), which reveals Rembrandt's painting *The Night Watch* as a hidden indictment of a murder conspiracy. In the process, we will explore Greenaway's cinema in the contexts of mannerism and current postmodernist approaches.

Please register for the seminar in Stud.IP.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: easternwindow@freenet.de

Bemerkung

BritA / AAS2, AAS4

### Before the Hollywood Code: Early and Transitional Film

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth (verantwortlich) / Denson (M. A.), Shane (begleitend)

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 609 II 609

Fr, Einzel, 12:00 - 14:00, 05.11.2010 - 05.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 19.11.2010 - 19.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 26.11.2010 - 26.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 03.12.2010 - 03.12.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 10.12.2010 - 10.12.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 07.01.2011 - 07.01.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

This course will investigate American film's fascinating early history before the Motion Picture Production Code of 1930 was formulated and before the 'invisible' style of classical Hollywood film took over sound technologies in the late 1920s and early 1930s. We will look at the impact of late nineteenth century cinematic technologies on the development of filmic narrative styles, we will be concerned with the sites and practices of the American entertainment industry and of early American movie audiences, and we will discuss emergent formats and techniques of filmic narration in American films during the first three decades of the twentieth century, tracing the development of filmic style from the one-reel film to feature films and film serials in the 1910s and 20s. The course will be centrally concerned with two transitional periods, which we shall consider in both historical and theoretical terms: first, the so-called transitional era of the 1910s, which marked a major paradigm shift from early or 'primitive' film to the classical age of silent film, and second, the sound-film transition of the late 1920s and early 1930s, in which the technological infrastructure of the cinema briefly took center stage again. By engaging with the developments and transformations of pre-Code American film, we hope to discover a history that remains relevant to our medial situations in the present, illuminating the formative background of a still dominant form of film entertainment and perhaps even shedding light on the meaning of later transitions such as those to color, widescreen, and digital film technologies. The main part of the course will consist in discussions of exemplary films from the early and transitional phases of American film (ca. 1895-1930), and in an engagement with film-theoretical reflections and interventions.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information (especially with regard to the film screenings which will be part of this course) as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [ruth.mayer@engsem.uni-hannover.de](mailto:ruth.mayer@engsem.uni-hannover.de)

Bemerkung

AmerA / AAS2, AAS4

Literatur

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

## Civil Rights

Seminar, SWS: 2, Max. Teilnehmer: 25

Twelbeck, Kirsten

Do, wöchentl., 10:00 - 12:00, 21.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

In the American context, the term "Civil Rights movement" is commonly associated with the African American struggle for equal rights that started in the late 1950s and reached its climax in the 1960s. Its ideological roots and legal arguments, however, can be found in the demands of propertied white men who wanted to promote their interests in 18th century America, in the foundational documents of American democracy, in texts such as Thoreau's "Civil Disobedience" and in the "Declaration of Sentiments," as well as in the 13th to 15th Amendments of the Reconstruction era. This seminar looks at the history of the rights movement in the United States; it introduces and discusses its various political and cultural strands, including the American Indian Movement, the Chicano Movement, and the Asian American movement. Proceeding on the assumption that the idea of civil rights has been travelling back and forth across continents, we will spend some sessions tracing the transatlantic and transpacific trafficking of experiences of oppression and resistance. Topics to be discussed include the influence of Thoreau's "Civil Disobedience" on the Independence Movement in India, the American Civil Rights movement, and the anti-Apartheid movement. We will ask in what respect the Holocaust has influenced the involvement of American Jews in the Civil Rights Movement and whether the stay of African-American soldiers in a non-segregated post-WWII Germany had an impact on Civil Rights in America.

The seminar will approach the topic from a cultural perspective, investigating the debates among African-American jazz musicians, the role of the Martin Luther King holiday and the African-American "invented tradition" of Kwanzaa to name some examples.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [kirsten.twelbeck@engsem.uni-hannover.de](mailto:kirsten.twelbeck@engsem.uni-hannover.de)

Literatur

Please obtain the books that will be posted on Stud.IP before the semester starts.

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

## Historical and Literary Perspectives on Family Structures in Southern Africa

Seminar, SWS: 2

Rüther, Kirsten (Prüfer/-in) / Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 1146 - B209

Kommentar

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 examine family structures in 19th and 20th-century texts from and about southern Africa. There is a recent trend in both Historical and Cultural Studies to investigate the history and representation of kinship and families, and it is this trend that we will follow.

We shall begin with a general introduction to southern Africa with a focus on South African geography, history and cultures to provide the background for our specialized reading. This will include historiographic material on the transformations of family structures and kinship terminology in southern Africa in the 19th and early 20th century to be discussed in plenary sessions. Our main text will be Terence Ranger's *Are we not also men? The Samkange Family and African Politics in Zimbabwe 1920-64* (1995) which presents four generations of Zimbabweans and explores the methodologies of writing family biographies.

From there we shall move on to Sol T. Plaatje's novel *Mhudi*, the first South African novel written by a black person. Plaatje (1876-1932), a political activist and founder-member of the forerunner of the ANC, sets his historical novel in the 1830s and negotiates issues of power and family formation in a period of conflict among different ethnic groups. He uses the Western form of the novel to discuss local issues, infusing it with song and other elements of oral literature.

Another special feature of this course will be the projects we invite you to develop on your own (or in groups) based on the issues discussed in class. We will suggest some material to you, offer consultation hours and provide the opportunity to present your projects in class. To give you enough time to prepare and to enjoy these projects, we have reduced the reading assignments and will require none of the traditional student presentations.

For further information: [jana.gohrisch@engsem.uni-hannover.de](mailto:jana.gohrisch@engsem.uni-hannover.de) or [Kirsten.Ruether@hist.uni-hannover.de](mailto:Kirsten.Ruether@hist.uni-hannover.de).

Bemerkung

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 Geschichte und Literatur des südlichen Afrika interessieren.

Literatur

BritA / AAS5

Sol T. Plaatje. *Mhudi*. Ed. By Stephen Gray. Penguin South Africa: Johannesburg 2005.

Terence Ranger. *Are we not also men? The Samkange Family and African Politics in Zimbabwe 1920-64*: London 1995.

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 copy of Plaatje's novel in the above-mentioned edition and read it in advance.

### Maori Fiction: Texts and Contexts

Seminar, SWS: 2

Grünkemeier, Ellen

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 703 II 703

Mo, Einzel, 18:00 - 21:00, 22.11.2010 - 22.11.2010, 1502 - 615 II 615 , Filmvorführung

Kommentar

In postcolonial studies, New Zealand is known for its vibrant contemporary literary and cultural scene. In this seminar our focus will be on a specific sub-category: the rich Maori literature in English. We will work on some much acclaimed contemporary authors and texts. Starting with Keri Hulme's novel *The Bone People* (winner of the Booker Prize in 1985) as an introduction to Maori fiction and its cultural issues, we will move on to Patricia Grace's *Potiki* and to Witi Ihimaera's *The Whale Rider* which has become known to an international audience especially through its successful film adaptation. In addition to our close readings, we will relate the texts to their social, political, historical and cultural contexts. Our discussion will include issues such as colonialism and its legacies, languages, identities, arts and cultures, legends and mythology.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information, please contact: [ellen.gruenkemeier@engsem.uni-hannover.de](mailto:ellen.gruenkemeier@engsem.uni-hannover.de)

Bemerkung

**Please note that Prof. Dr. Kupetz is offering a corresponding seminar on "Maori Studies in English Teacher Education" (Mo, 14:00/16:00 Uhr, Raum: 1502.615). With its educational studies perspective, the seminar will provide additional and fruitful insights. Students are more than welcome to attend both classes.**

Literatur

BritA / AAS3, AAS5

A reader with theoretical texts and context material will be provided. Students who wish to attend this course should also get hold of the following texts:

Grace, Patricia. *Potiki* . Hulme, Keri. *The Bone People: A Novel* .

Ihimaera, Witi. *The Whale Rider* .

### Progressivism and the New Woman. American Literature and Culture, 1880-1910

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Mo, wöchentl., 12:00 - 14:00, 18.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

In this course we will be concerned with American Progressivism, focusing on the heyday of the Progressive Movement at the turn of the twentieth century. This movement manifested itself in countless reform projects and in efforts at a fundamental restructuring of American society. Our focus will be on the evolving concept of the 'new woman' which became quite prominent in Progressive circles in this period of time. 'New women' took part in the Progressive Movement as activists, and they also figured as the protagonists of literary texts or other representations of the period. We will read, among other texts, Charlotte Perkins Gilman's "The Yellow Wallpaper" (1892), and Edith Wharton's *The House of Mirth* (1905); narratives which do not so much enact the 'new woman' but rather display the problems and misunderstandings which arise out of the deep-going rearrangement of gender relations and gender hierarchies of the day. We will be particularly interested in the remapping of the private and the public, of interior and exterior spaces in the culture of the Progressive era.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [ruth.mayer@engsem.uni-hannover.de](mailto:ruth.mayer@engsem.uni-hannover.de)

Bemerkung

AmerA / AAS2, AAS3

Literatur

Please purchase Edith Wharton's *A House of Mirth* (Norton Critical Edition, ISBN 978-0393959017).

A reader with additional course material will be made available in the first session of the class.

### Re-Reading the Brontës

Seminar, SWS: 2

Gohrisch, Jana

Mi, wöchentl., 10:00 - 12:00, 20.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

The novels by the Brontë sisters, esp. those by Charlotte and Emily Brontë, belong to the classic tradition of the 19<sup>th</sup>-century English novel. The texts are famous for their passionate protest against the limiting social conditions for (lower middle-class) women and their equally passionate claim for individual freedom and female independence. A closer inspection of the texts, however, reveals a tendency for compromise and submission to the social status quo. These contradictions make for interesting reading and will occupy us in our class discussions of Anne Brontë's *Agnes Grey*, Charlotte Brontë's *Jane Eyre*, and Emily Brontë's *Wuthering Heights*, all published in 1847. We shall analyse the narrative devices and major themes of the novels against the contemporary religious, social and cultural background.

Students are expected to give a presentation in class.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [jana.gohrisch@engsem.uni-hannover.de](mailto:jana.gohrisch@engsem.uni-hannover.de)

Bemerkung

BritA / AAS2

Literatur

**Please, read at least one novel in advance** and bring your own copies of the texts (Oxford Classics or the Penguin Classics edition).

## Theories and Methods of Literary Studies

Seminar, SWS: 2

Krämer, Lucia

Do, wöchentl., 14:00 - 16:00, 21.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

Oscar Wilde's novel *The Picture of Dorian Gray* will serve as the central literary text in this seminar, which will introduce students to a plurality of literary theories and methods and illustrate them by applying them to Wilde's text. The course will cover all the major theoretical approaches to literature and culture from the twentieth century, such as Structuralism, Formalism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxist Criticism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Queer Theory, Postcolonial Theory, and New Historicism and Cultural Materialism.

As a preparation for the work in class, you will have to familiarise yourselves with the key ideas of these respective approaches and read selected theoretical texts by some of their key representatives. In class, we will then discuss and systematise these ideas and try to apply them to Wilde's *The Picture of Dorian Gray* in order to illustrate the practical value of these theories and familiarise you with their terminologies. In this way you should gain an insight into the diverse approaches in current scholarship and become confident in using theory yourselves.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [lucia.kraemer@engsem.uni-hannover.de](mailto:lucia.kraemer@engsem.uni-hannover.de)

Bemerkung

BritA / AAS1

Literatur

As we will work with only one literary text, students are expected to be thoroughly familiar with Wilde's novel at the beginning of the semester. There are a number of different editions of the novel, whose texts differ quite considerably. In order to ensure that we all use the same text, students must buy the following edition:

Wilde, Oscar. *The Picture of Dorian Gray*. Ed. Joseph Bristow. Oxford: Oxford UP, 2008. (Oxford World's Classics).

A reader with the theoretical texts covered in the seminar will be available from Copyshop Stork (Körnerstraße 3) from the beginning of October.

Students are advised to begin their background reading for the course in the semester break.

### Recommended background reading (and purchase):

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester UP, 2002.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: Oxford UP, 2000.

Lodge, David, and Nigel Wood, ed. *Modern Criticism and Theory: A Reader*. 3rd ed. Harlow: Longman, 2008.

### Victorian Children's Fiction

Seminar, SWS: 2

Bennett, Peter

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

The evangelical and moralistic stories that dominated children's fiction in the first half of the nineteenth century were augmented (though not supplanted) from the 1850s onwards by fantasy, adventure and other types of story. Taking a representative variety of texts and theoretical approaches, we shall read the stories "against the grain", so to speak, in order to uncover the mechanisms by which they generate meaning and to explore their ideological, psychological and other subtexts. We shall also pay attention to specific historical and cultural factors that contributed to the busy and evolving market in Victorian children's fiction.

Would-be participants are asked to register on Stud.IP and to keep their eyes on that site before teaching begins.

Prerequisites for certificate: short presentation (SL), final essay (PL).

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

Bemerkung

BritA / AAS2

Literatur

**The first text will be uploaded beforehand and students will be asked to have read it before the first meeting.** All other texts will be announced at the first meeting. Many will be free downloads, although students may be asked to buy texts that are not available in digital form.

## Foundations British Studies 2

### Integrated English Practice

SPTOP

#### Integrated English Practice: Topics "Cultural Currents on the American Coasts"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

*Studienleistungen:* two written or oral tasks for all students

*Prüfungsleistung :* a term paper of 2000 words in one of the SPTOP courses

This course will explore cultures of the United States, with a focus on the coastal regions of the mainland. This will include East and West Coasts, as well as the Southeastern coasts and Gulf of Mexico region. Topics include the "culture war" since the Obama presidency, right and left-wing political movements, religion, traditions of lifestyle, food, and music, and racial and other multi-cultural issues. The two Studienleistungen will be a presentation and a translated text. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions. The Prüfungsleistung is an essay based on a topic from the course.

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

### Integrated English Practice: Topics "Movement through Music: Music as Knowledge"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Mi, wöchentl., 16:00 - 18:00, 27.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

*Studienleistungen:* two written or oral tasks for all students

*Prüfungsleistung :* a term paper of 2000 words in one of the SPTOP courses

This course uses the medium of music to teach and expand upon various social and cultural movements in the history of the United States and Anglo-European contexts.

Various genres of music will be covered, including pop music, rap, heavy metal, country music, and various alternative forms. Social phenomena such as the anti-war movements from the 1960's to the present, civil rights and feminist movements, anarchist and punk movements will be covered, as well as issues from violence, poverty, and economy, to more abstract ideas like modern values, love, and happiness. The Studienleistungen are a translation and an oral presentation. The Prüfungsleistung is an essay based on a topic from the course.

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

## Contexts of English Use

### SPEP

#### Contexts of English Language Use: English for Professional Use

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Bennett, Peter

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 05.02.2011, 1502 - 703 II 703

Do, wöchentl., 14:00 - 16:00, 28.10.2010 - 05.02.2011, 1502 - 703 II 703

Fr, wöchentl., 12:00 - 14:00, 29.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

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

*Studienleistungen:* one written task (a CV and application) and one oral presentation

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

### SPVE

**Contexts of English Language Use: Varieties of English "EngSem Yearbook"**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Mo, wöchentl., 14:00 - 16:00, 25.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This module incorporates units dealing with various varieties of language use in English. These include, but are not limited to, Newspapers, Classroom English, Children's Literature, English in Australia. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

*Studienleistungen:* two written/oral tasks

*Prüfungsleistung :* a term paper of 2500 words

This course offers students the opportunity to write and put together a publication along the lines of a yearbook or student magazine. Students will contribute written pieces, solicit texts from other students, undertake editing of texts and put together the yearbook for online publication (the Studienleistungen). The Prüfungsleistung is a reflection essay on the process. This course aims to be useful both for students who wish to be teachers (providing experience in a project which can be undertaken with school classes) and for students looking at careers outside schools (writing, editing and text production skills).

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

**Contexts of English Language Use: Varieties of English "Food and Travel Writing"**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This module incorporates units dealing with various varieties of language use in English. These include such areas as Classroom English, Science Writing, and Newspapers. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

*Studienleistungen :* two written/oral tasks

*Prüfungsleistung :* a term paper of 2500 words

Whether the subject is hiking the Appalachian Trail (Bill Bryson's *A Walk in the Woods* [1998]), or cooking and tasting almost as many parts of a pig as there are cultures which eat them (Anthony Bourdain, *A Cook's Tour* [2001 book and Food Channel series]), at its best travel and food writing can be almost as (if not more) sensual, compelling, inspiring and delicious as the activity itself. In this writing-intensive course you will learn how it is done, and try your own hand at it as well.

The writing assignments for this class will consist of three shorter (150-300 word) submissions and two somewhat longer essays (ca 500 words), along with class participation. The Prüfungsleistung will require those same submissions (the two 500-word essays will count as graded portions of the 2,500 word PL requirement) plus a 1,500 word essay (may require some research) on a nature or environmental topic of interest to the student (can build on one of the earlier submissions).

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

### Contexts of English Language Use: Varieties of English "Nature and Environmental Writing"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Di, wöchentl., 12:00 - 14:00, 26.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

This module incorporates units dealing with various varieties of language use in English. These include, but are not limited to, Newspapers, Classroom English, Children's Literature, English in Australia. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

*Studienleistungen:* two written/oral tasks

*Prüfungsleistung :* a term paper of 2500 words

Some of the best essayists in the Anglophone literary tradition were nature writers- Henry David Thoreau, Gerald Durrell and John McPhee come to mind- and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems.

Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practice many of the writing techniques utilized by the professionals.

The writing assignments for this class will consist of three short (150-300 word) submissions and two somewhat longer essays (ca 500 words), along with class participation. The Prüfungsleistung will require those same submissions (the two 500-word essays will count as graded portions of the 2,500 word PL requirement) plus a 1,500 word essay (may require some research) on a nature or environmental topic of interest to the student (which can build on one of the earlier submissions.)

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

## Foundations Literature and Culture

### Introduction to Literary Studies

Seminar, SWS: 2

Gohrisch, Jana

Mi, wöchentl., 08:00 - 10:00, 27.10.2010 - 05.02.2011, 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: regular attendance, active participation in class, reading and written homework assignments, final exam

For further information: [jana.gohrisch@engsem.uni-hannover.de](mailto:jana.gohrisch@engsem.uni-hannover.de)

Bemerkung

AmerBritF1

Literatur

Textbook:

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Translated from the German by Jane Dewhurst. Stuttgart: Klett 2005. ISBN 3-12-939619-5

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

### Introduction to Literary Studies

Seminar, SWS: 2

Emig, Rainer

Do, wöchentl., 10:00 - 12:00, 28.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

The course will teach students the skills required for the description, analysis and interpretation of literary texts from all genres (poetry, drama, and prose). It will introduce critical terms and methods and apply them in close-reading exercises to selected texts from various periods. It will also question central terms, including 'literature', 'the author', 'reading' and 'the reader', and 'meaning'. Further, it will introduce students to the basic rules of research and scholarly presentation. Students should purchase the book specified below.

Prerequisites for certificate: regular attendance, active participation in class, short oral presentation, mid-term exam, and final exam

For further information: [rainer.emig@engsem.uni-hannover.de](mailto:rainer.emig@engsem.uni-hannover.de)

Bemerkung

BritF1

Literatur

Michael Meyer, *English and American Literatures*, 3<sup>rd</sup> edition, UTB Basics (Tübingen: Francke, 2008)

### Introduction to Literary Studies

Seminar, SWS: 2

Funk, Wolfgang

Di, wöchentl., 16:00 - 18:00, 26.10.2010 - 05.02.2011, 1502 - 615 II 615

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" and "literary communication" and will help students navigate through difficult secondary material. In addition, students will be introduced to the basic rules of scholarly research and presentation.

Prerequisites for certificate: will be specified in class and/or Stud.IP

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

Bemerkung

AmerBritF1

Literatur

**Students should purchase:**

Meyer, Michael. *English and American Literatures*. 3<sup>rd</sup> Edition. Tübingen: Francke, 2008.

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

### Introduction to Literary Studies

Seminar, SWS: 2

Künnemann (M. A.), Vanessa

Mo, wöchentl., 10:00 - 12:00, 25.10.2010 - 05.02.2011, 1502 - 609 II 609

Fr, Einzel, 14:00 - 18:00, 07.01.2011 - 07.01.2011, 1502 - 615 II 615 , Filmvorführung

Mo, Einzel, 10:00 - 12:00, 07.02.2011 - 07.02.2011, 1502 - 003 II 003 , Klausur

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

Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 20 October 2010, 1 p.m. Please also register on Stud.IP where further updates (syllabus, class readings) will be announced as the semester approaches.

Prerequisites for certificate: will be specified in class and/or Stud.IP

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

### Survey of American Literatures and Cultures I

Vorlesung, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 03.02.2011, 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.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [kirsten.twelbeck@engsem.uni-hannover.de](mailto:kirsten.twelbeck@engsem.uni-hannover.de)

Bemerkung

AmerF2

Literatur

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

For general reference (not only for this class) I recommend buying *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (new revised edition, Stuttgart: Metzler, 2004) and *The Enduring Vision. A History of the American People* (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2010).

Both are standard textbooks.

### Survey of British Literatures and Cultures I

Vorlesung, SWS: 2

Emig, Rainer

Fr, wöchentl., 12:00 - 14:00, 29.10.2010 - 05.02.2011, 1208 - A001 Kesselhaus

Kommentar

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

In two survey lectures we will cover the beginnings of British cultures to roughly the 18<sup>th</sup> century and then from the 18<sup>th</sup> 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 final examination at the end of the second lecture. Each lecture contains a take-home exam for a Studienleistung. Please register for this lecture on Stud.IP, where materials for each lecture can also be found.

Prerequisites for certificate: take-home exam

For further information: [rainer.emig@engsem.uni-hannover.de](mailto:rainer.emig@engsem.uni-hannover.de)

Bemerkung

BritF2

Literatur

**Recommended background material** are *British Civilization* by John Oakland (6<sup>th</sup> edition, 2006), *Englische Literaturgeschichte* by Hans Ulrich Seeber (3<sup>rd</sup> edition, 1999), and *Englische Literatur: eine neue Darstellung aus der Sicht der Geschlechterforschung* by Ina Schabert (1997).

### Intermediate Literature and Culture

**Art for Art's Sake? – Aestheticism and Decadence in late Victorian Literature and Culture**

Seminar, SWS: 2

Funk, Wolfgang

Mi, wöchentl., 10:00 - 12:00, 20.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

In this course, we will take a fresh look at a movement that has often been regarded as the epitome of artistic self-adulation and quixotic eccentricity: aestheticism. In order to do so, we will examine the theoretical 'foundations' of aestheticism laid down by the likes of Baumgarten, Huysmans and Walter Pater and establish a framework of the socio-political-cultural background of Victorian Britain in the second half of the 19<sup>th</sup> century before engaging with some of the most important literary works connected with this movement, from the poetry of George Moore and Arthur Symons to the medievalism of Alfred Lord Tennyson, Algernon Charles Swinburne and Dante Gabriel Rossetti. We will also touch upon other manifestations of the aestheticist movement such as the frivolous illustrations of Aubrey Beardsley, the Arts and Crafts Movement associated mainly with John Ruskin and William Morris and the paintings of the Pre-Raphaelite Brotherhood around Rossetti and John Everett Millais.

In this context there is, of course, no way around the work of Oscar Wilde, who represents both the embodiment and the eventual defeat of the aestheticist lifestyle and cultural activity. We will read his only novel, *The Picture of Dorian Gray*, which can be interpreted as a comment on the state of art and society towards the end of the 19<sup>th</sup> century. Finally, we will have to investigate the connection between aestheticism and decadence, always present in Wilde's work, which finds its most prominent echo in the *Yellow Book* magazine of the 1890s. It will be interesting to build a bridge to our contemporary world and see if we might also be displaying signs of decadent triviality nowadays.

Please register for the seminar in Stud.IP.

Prerequisites for a SL/PL will be specified in the first session.

For further information: [wolfgang.funk@engsem.uni-hannover.de](mailto:wolfgang.funk@engsem.uni-hannover.de)

Literatur

**Students should purchase the following text:** Oscar Wilde, *The Picture of Dorian Gray*, 1890. (Preferably in the Penguin Classics edition of 2003)

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

### Fan Fiction

Seminar, SWS: 2, Max. Teilnehmer: 25

Krämer, Lucia

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

Due to the spreading of the internet and the fact that more and more people have access to means of distributing their writing via channels beyond the institutionalised book market, the past decade has seen a quantitative explosion of literary fan fictions. This seminar will introduce students to this field in a systematic fashion from the point of view of literary studies, but without taking the fun out of the subject. Although we will look at some individual fanfics, the focus of the course will be firmly on the role of fan fiction as a cultural and literary phenomenon. The course will introduce various ways of approaching the field, ranging from structuralist inquiries into the various genres of fan fiction to situating fan fiction within 'convergence culture' (Henry Jenkins) and looking at it as an intertextual and intermedial phenomenon.

To keep the course as open as possible, we shall not restrict ourselves to specific fandoms. However, it will be necessary to illustrate some of the more general phenomena we talk about by references to specific texts. By way of preparation, participants should therefore familiarise themselves with the basics of either the *Harry Potter* or the *Twilight* franchise. If you haven't read at least the first book in the *Harry Potter* or *Twilight* series or seen one or two of the films, please do so. You should also familiarise yourself with Jane Austen's novel *Pride and Prejudice*.

!!! Please note that the number of participants for this class is limited to 25 !!!

To register for this class, please contact [lucia.kraemer@engsem.uni-hannover.de](mailto:lucia.kraemer@engsem.uni-hannover.de)

Prerequisites for certificate: will be specified in class and/or Stud.IP

Bemerkung

BritF4

Literatur

A reader with selected theoretical background reading material will be available from Copyshop Stork (Körner-straße 3) from the beginning of October.

Recommended background reading:

Pugh, Sheenagh. *The Democratic Genre: Fan Fiction in a Literary Context*. Bridgend: Seren, 2005. Hellekson, Karen, and Kristina Busse, ed. *Fan Fiction and Fan Communities in the Age of the Internet: New Essays*. Jefferson/NC: McFarland, 2006.

### Nineteenth-Century Poetry

Seminar, SWS: 2

Emig, Rainer

Do, wöchentl., 16:00 - 18:00, 21.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This seminar will cover the vast array of poetry written in Britain in the nineteenth century. It will deal with poetry from the Romantic, Victorian, fin-de-siècle and Early Modernist tradition. Attention will be paid to formal developments and characteristics as well as to dominant themes of poetic writing, such as nature versus urbanisation and industrialisation, issues of gender and sexuality, class and nationhood. Students will be encouraged to apply appropriate methods and theories to a wide range of texts.

Please register for the seminar in Stud.IP.

Prerequisites for certificate: short presentation (Studienleistung), final essay (Prüfungsleistung)

For further information: [rainer.emig@engsem.uni-hannover.de](mailto:rainer.emig@engsem.uni-hannover.de)

Bemerkung

BritF4

Literatur

**Compulsory Purchase:** Christopher Ricks, ed., *The New Oxford Book of Victorian Verse* (Oxford University Press, 2008).

### Postmodernism

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Mo, wöchentl., 10:00 - 12:00, 18.10.2010 - 05.02.2011, 1502 - 615 II 615

Fr, Einzel, 16:00 - 18:00, 03.12.2010 - 03.12.2010, 1502 - 613 II 613 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 14.01.2011 - 14.01.2011, 1502 - 615 II 615 , Filmvorführung

**Kommentar** In this course we will explore the period and phenomenon of postmodernism in American culture. For most critics the postmodern era started with the 1960s in the United States, with a series of artistic, political, and medial changes. It was then that popular culture took over the cultural field, that minority groups and subcultures came to voice powerful critiques of the social and political status quo, and that more and more artists grappled with the insight that everything seemed already said and done in art and culture. We will approach the phenomenon through theoretical texts (Fredric Jameson, Andreas Huyssen), read some seminal literary authors of the period (Thomas Pynchon, John Barth, Don DeLillo), and discuss postmodernism in film (*Blow Up*, Michelangelo Antonioni, 1966; *Memento*, Christopher Nolan, 2001) and art (Andy Warhol, Cindy Sherman).

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [ruth.mayer@engsem.uni-hannover.de](mailto:ruth.mayer@engsem.uni-hannover.de)

**Bemerkung**

AmerF4

**Literatur**

Please purchase *Women's Indian Captivity Narratives*, ed. Kathryn Zabelle Derounian-Stodola (Penguin Classics, ISBN 978-0140436716).

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

### Selected Novels by Thomas Hardy

Seminar, SWS: 2

Bennett, Peter

Fr, wöchentl., 10:00 - 12:00, 22.10.2010 - 05.02.2011, 1502 - 703 II 703

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

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

Prerequisites for certificate: short presentation (SL), final essay (PL)

For further information: [peter.bennett@engsem.uni-hannover.de](mailto:peter.bennett@engsem.uni-hannover.de)

**Bemerkung**

BritF4

**Literatur**

**It is important to possess a copy of *Far From the Madding Crowd* at the first meeting.** Some very cheap editions are available, but students are *strongly* urged to buy the Penguin Classics annotated editions. Apart from the fact that the introductions and annotations are helpful, progress is much easier if everyone is working with the same pagination.

**Survey of American Literatures and Cultures I**

Vorlesung, SWS: 2

Twelbeck, Kirsten

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 03.02.2011, 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.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [kirsten.twelbeck@engsem.uni-hannover.de](mailto:kirsten.twelbeck@engsem.uni-hannover.de)

Bemerkung

AmerF2

Literatur

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

For general reference (not only for this class) I recommend buying *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (new revised edition, Stuttgart: Metzler, 2004) and *The Enduring Vision. A History of the American People* (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2010).

Both are standard textbooks.

### The Captivity Narrative

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Mi, wöchentl., 10:00 - 12:00, 20.10.2010 - 05.02.2011, 1502 - 609 II 609

Fr, Einzel, 16:00 - 18:00, 07.01.2011 - 07.01.2011, 1502 - 613 II 613 , Filmvorführung

Fr, Einzel, 16:00 - 18:00, 14.01.2011 - 14.01.2011, 1502 - 613 II 613 , Filmvorführung

Fr, Einzel, 16:00 - 18:00, 21.01.2011 - 21.01.2011, 1502 - 613 II 613 , Filmvorführung

Kommentar

This course will be concerned with the representation and the changing significance of the theme of captivity in American cultural and literary history. Next to the slave narrative, the captivity narrative has been called *the* genuinely American literary genre, since it takes on a classical American theme - the encounter between Indians and Europeans/white Americans - and involves in its enactment all sorts of classical American tropes - survival in the wilderness, (religious) righteousness vs. (sinful) corruption, individualism vs. a hostile community, civilization vs. savagery, etc. Yet by speaking in such general terms, one cannot do justice to the enormous variety of captivity narratives, from the very beginnings of Native/European contact (*The Narrative of Alvar Núñez Cabeza de Vaca* [1542]) to the present day (*The Missing* [2003]). Thus, the genre offers most interesting insights into changing paradigms of enacting selfhood and otherness, and in particular into changing perceptions of Native Americans and of gender in the American colonies and the United States. We will be reading, among other texts, Mary Rowlandson's *The Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* (1682), *A Narrative of the Life of Mrs. Mary Jemison* (1824), and Sarah Wakefield's *Six Weeks in the Sioux Tepees* (1864). In addition, we will watch films such as *The Searchers* (1956), *Dances with Wolves* (1990), or *The Missing* (2003).

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [ruth.mayer@engsem.uni-hannover.de](mailto:ruth.mayer@engsem.uni-hannover.de)

Bemerkung  
Literatur

AmerF4

Please purchase *Women's Indian Captivity Narratives*, ed. Kathryn Zabelle Derounian-Stodola (Penguin Classics, ISBN 978-0140436716).

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

### The Graphic Novel

Seminar, SWS: 2, Max. Teilnehmer: 25

Groß (M. A.), Florian

Di, wöchentl., 12:00 - 14:00, 19.10.2010 - 05.02.2011, 1502 - 609 II 609

**Kommentar** Comics have grown up - or so it seems. The medium has become the subject of increasing scholarly and critical concern, but even though most comics continue to be published in serialized form as comic books, the texts that get the most academic and critical attention belong to a comparatively small canon of texts commonly labeled graphic novel. With the graphic novel, a new form of "sequential art" (Eisner) has become established, one that is often read as being more sophisticated, serious, and thus better than the supposedly standard superhero fare. To get a grip on the phenomenon, we will start by considering the question what exactly this "graphic novel" is and how it is (not so) different from other forms of comics. We will also look at the history of U.S. comics and analyze programmatic and critical writing by contemporary American comic authors and critics such as Will Eisner. Of course, we will also read and discuss several graphic novels (e.g. *A Contract with God*, *Maus*, *Watchmen*, *The Dark Knight Returns*, *Jimmy Corrigan*).

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [florian.gross@engsem.uni-hannover.de](mailto:florian.gross@engsem.uni-hannover.de)

**Bemerkung**

AmerF4

**Literatur**

Please check Stud.IP during the summer break for updated information and a list of titles that will be discussed in class.

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

### The Industrial Novel

Seminar, SWS: 2

Grünkemeier, Ellen

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 613 II 613

**Kommentar**

In this seminar we will explore the industrial novel, a genre concerned with the social consequences of industrialisation. The term 'industrial novel' is misleading as the novels do not focus heavily on industry or the economy but are more preoccupied with the social misery of the working classes. We will analyse and discuss two of the most famous social-problem novels, Elisabeth Gaskell's *Mary Barton* (1848), tellingly sub-titled *A Tale of Manchester Life*, and Charles Dickens' *Hard Times* (1854), both of which render visible the social realities of urban life in the new industrial and mercantile cities. We will engage in close readings of the novels and locate the texts in their cultural, political and historical contexts.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information, please contact: [ellen.gruenkemeier@engsem.uni-hannover.de](mailto:ellen.gruenkemeier@engsem.uni-hannover.de)

**Bemerkung**

BritF4

**Literatur**

Students are strongly advised to have read *Mary Barton* by the beginning of the seminar.

A reader with theoretical texts and contextual material will be provided.

Students who wish to attend this course should get hold of the following novels, preferably in well-annotated editions as, for example, from Penguin or Oxford Classics:

Gaskell, Elisabeth. *Mary Barton*. Dickens, Charles. *Hard Times*.

## Magister / Staatsexamensstudiengänge

### Sprachpraxis

#### Advanced English Skills: Academic Writing and Research

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Mo, wöchentl., 12:00 - 14:00, 25.10.2010 - 05.02.2011, 1502 - 703 II 703

Mo, wöchentl., 14:00 - 16:00, 25.10.2010 - 05.02.2011, 1502 - 703 II 703

Mo, wöchentl., 16:00 - 18:00, 25.10.2010 - 05.02.2011, 1502 - 703 II 703

Di, wöchentl., 14:00 - 16:00, 26.10.2010 - 05.02.2011, 1502 - 609 II 609

Do, wöchentl., 16:00 - 18:00, 28.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This course covers the basics of writing an academic research paper, including thesis statements, outlines, sources and bibliographies, citation and paraphrasing, structures of papers (titles, tables of contents, introductions, body of arguments, conclusions), structures of paragraphs, editing and the writing process. This course prepares students for the academic papers that they will write during their studies.

*Studienleistungen:* an academic paper and two other assignments which build up to the paper

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

#### Advanced English Skills: Communication Skills

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Di, wöchentl., 10:00 - 12:00, 26.10.2010 - 05.02.2011, 1502 - 615 II 615

Do, wöchentl., 14:00 - 16:00, 28.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This course aims to give students an understanding of what communication and communication skills are, and an understanding of and practical experience in media use, body language, voice training and presentation styles. This course prepares students for the academic presentations that they will hold during their studies.

*Studienleistungen:* one informal presentation

*Prüfungsleistung:* one academic presentation (based on SPAWR paper)

Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.

### Advanced English Skills: Communication Skills

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Mo, wöchentl., 10:00 - 12:00, 18.10.2010 - 05.02.2011, 1502 - 703 II 703

Di, wöchentl., 12:00 - 14:00, 26.10.2010 - 05.02.2011, 1502 - 703 II 703

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

This course aims to give students an understanding of what communication and communication skills are, and an understanding of and practical experience in media use, body language, voice training and presentation styles. This course prepares students for the academic presentations that they will hold during their studies.

*Studienleistungen:* one informal presentation

*Prüfungsleistung:* one academic presentation (based on SPAWR paper)

Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.

### Contexts of English Language Use: English for Professional Use

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Bennett, Peter

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 05.02.2011, 1502 - 703 II 703

Do, wöchentl., 14:00 - 16:00, 28.10.2010 - 05.02.2011, 1502 - 703 II 703

Fr, wöchentl., 12:00 - 14:00, 29.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

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

*Studienleistungen:* one written task (a CV and application) and one oral presentation

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

**Contexts of English Language Use: Varieties of English "EngSem Yearbook"**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Mo, wöchentl., 14:00 - 16:00, 25.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This module incorporates units dealing with various varieties of language use in English. These include, but are not limited to, Newspapers, Classroom English, Children's Literature, English in Australia. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

*Studienleistungen:* two written/oral tasks

*Prüfungsleistung :* a term paper of 2500 words

This course offers students the opportunity to write and put together a publication along the lines of a yearbook or student magazine. Students will contribute written pieces, solicit texts from other students, undertake editing of texts and put together the yearbook for online publication (the Studienleistungen). The Prüfungsleistung is a reflection essay on the process. This course aims to be useful both for students who wish to be teachers (providing experience in a project which can be undertaken with school classes) and for students looking at careers outside schools (writing, editing and text production skills).

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

**Contexts of English Language Use: Varieties of English "Food and Travel Writing"**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This module incorporates units dealing with various varieties of language use in English. These include such areas as Classroom English, Science Writing, and Newspapers. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

*Studienleistungen :* two written/oral tasks

*Prüfungsleistung :* a term paper of 2500 words

Whether the subject is hiking the Appalachian Trail (Bill Bryson's *A Walk in the Woods* [1998]), or cooking and tasting almost as many parts of a pig as there are cultures which eat them (Anthony Bourdain, *A Cook's Tour* [2001 book and Food Channel series]), at its best travel and food writing can be almost as (if not more) sensual, compelling, inspiring and delicious as the activity itself. In this writing-intensive course you will learn how it is done, and try your own hand at it as well.

The writing assignments for this class will consist of three shorter (150-300 word) submissions and two somewhat longer essays (ca 500 words), along with class participation. The Prüfungsleistung will require those same submissions (the two 500-word essays will count as graded portions of the 2,500 word PL requirement) plus a 1,500 word essay (may require some research) on a nature or environmental topic of interest to the student (can build on one of the earlier submissions).

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

### Contexts of English Language Use: Varieties of English "Nature and Environmental Writing"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Jones, Jacob

Di, wöchentl., 12:00 - 14:00, 26.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

This module incorporates units dealing with various varieties of language use in English. These include, but are not limited to, Newspapers, Classroom English, Children's Literature, English in Australia. The focus is the use of language (vocabulary and grammar) as well as other features of each variety.

*Studienleistungen:* two written/oral tasks

*Prüfungsleistung :* a term paper of 2500 words

Some of the best essayists in the Anglophone literary tradition were nature writers- Henry David Thoreau, Gerald Durrell and John McPhee come to mind- and over the next decades English will undoubtedly continue to serve as the indispensable language for both the professional and popular scientific and policy literature addressing global climate change and other environmental problems.

Thus, this class is designed not only to familiarize students with some of the "classics" in the nature and environmental writing genre(s), but also to learn and practice many of the writing techniques utilized by the professionals.

The writing assignments for this class will consist of three short (150-300 word) submissions and two somewhat longer essays (ca 500 words), along with class participation. The Prüfungsleistung will require those same submissions (the two 500-word essays will count as graded portions of the 2,500 word PL requirement) plus a 1,500 word essay (may require some research) on a nature or environmental topic of interest to the student (which can build on one of the earlier submissions.)

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

### Integrated English Practice: Topics "Cultural Currents on the American Coasts"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Do, wöchentl., 12:00 - 14:00, 28.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

*Studienleistungen:* two written or oral tasks for all students

*Prüfungsleistung :* a term paper of 2000 words in one of the SPTOP courses

This course will explore cultures of the United States, with a focus on the coastal regions of the mainland. This will include East and West Coasts, as well as the Southeastern coasts and Gulf of Mexico region. Topics include the "culture war" since the Obama presidency, right and left-wing political movements, religion, traditions of lifestyle, food, and music, and racial and other multi-cultural issues. The two Studienleistungen will be a presentation and a translated text. Along with vocabulary-building and advanced grammar practice, students are expected to actively participate in class discussions. The Prüfungsleistung is an essay based on a topic from the course.

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

### Integrated English Practice: Topics "Movement through Music: Music as Knowledge"

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Hamilton-Bick, Jeanne

Mi, wöchentl., 16:00 - 18:00, 27.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

This module incorporates two courses dealing with various topics of relevance to students of Anglophone Studies. The language focus will mainly be on grammar, vocabulary and short texts, which are investigated through the medium of the topic.

*Studienleistungen:* two written or oral tasks for all students

*Prüfungsleistung:* a term paper of 2000 words in one of the SPTOP courses

This course uses the medium of music to teach and expand upon various social and cultural movements in the history of the United States and Anglo-European contexts.

Various genres of music will be covered, including pop music, rap, heavy metal, country music, and various alternative forms. Social phenomena such as the anti-war movements from the 1960's to the present, civil rights and feminist movements, anarchist and punk movements will be covered, as well as issues from violence, poverty, and economy, to more abstract ideas like modern values, love, and happiness. The *Studienleistungen* are a translation and an oral presentation. The *Prüfungsleistung* is an essay based on a topic from the course.

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

### Writing in English: Expository Writing

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Di, wöchentl., 10:00 - 12:00, 26.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

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

*Studienleistungen:* two writing tasks in various genres of expository writing

*Prüfungsleistung:* in-class essay (120 minutes)

**Please register for this class through the registration sheets on the department's website, and submit your registration by 7 April, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

### Writing in English: Textual Analysis and Production

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2

Gans (M. A.), Anne

Mo, wöchentl., 12:00 - 14:00, 25.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

This course examines language, grammar and style of some text types (e.g., news items, biographies, literary texts, advertising, etc). Students will analyse and translate existing texts as well as compose their own original texts.

*Studienleistungen:* one translation and one textual analysis

**Please register for this class through the registration sheets on the department's website, and submit your registration by 20 October, 2010; 1 p.m. in the registration boxes on the 7<sup>th</sup> floor.**

**Grundstudium / Basic Studies**

**Grund- und Hauptstudium (ab 3. Semester) / Mid-Level Studies**

**Hauptstudium / Advanced Studies**

**Art, Conspiracy, and Death - The Cinema of Peter Greenaway**

Seminar, SWS: 2

Köhler, Thom.

Fr, wöchentl., 14:00 - 16:00, 22.10.2010 - 17.12.2010, 1502 - 615 II 615

Fr, Einzel, 14:00 - 16:00, 07.01.2011 - 07.01.2011, 1502 - 613 II 613

Fr, wöchentl., 14:00 - 16:00, 14.01.2011 - 05.02.2011, 1502 - 615 II 615

Kommentar

Peter Greenaway is one of Britain's most controversial and innovative filmmakers. As Greenaway famously declared that "cinema is dead" and that most people are 'visually illiterate', his films constantly challenge the conventional standards of mimetic and narrative cinema, replacing them with non-narrative serial structures or intricate split-screen techniques branching out into intermedial experiences. Taking an ironic and distanced view on his subjects, often focussing on the inevitability of decay and death, almost all of his work questions our assumptions about viewing and representing the world. A trained painter, Greenaway has also created and curated exhibitions in leading museums and art galleries around the world. This interest in the visual arts - preferably from the Renaissance and the Dutch masters - also shows in his films, often with stunningly beautiful results.

In this seminar, we will look at Greenaway's cinema and some of his writings in detail. Starting with some of his early short films and his first feature *The Draughtsman's Contract* (1982), we will then move on to his more recent work, for example the trilogy *The Tulse Luper Suitcases* (2001-2003) and his extended 'art lecture' *Rembrandt's J'accuse* (2008), which reveals Rembrandt's painting *The Night Watch* as a hidden indictment of a murder conspiracy. In the process, we will explore Greenaway's cinema in the contexts of mannerism and current postmodernist approaches.

Please register for the seminar in Stud.IP.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [easterwindow@freenet.de](mailto:easterwindow@freenet.de)

Bemerkung

BritA / AAS2, AAS4

### Before the Hollywood Code: Early and Transitional Film

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth (verantwortlich) / Denson (M. A.), Shane (begleitend)

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 609 II 609

Fr, Einzel, 12:00 - 14:00, 05.11.2010 - 05.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 19.11.2010 - 19.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 26.11.2010 - 26.11.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 03.12.2010 - 03.12.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 10.12.2010 - 10.12.2010, 1502 - 615 II 615 , Filmvorführung

Fr, Einzel, 12:00 - 14:00, 07.01.2011 - 07.01.2011, 1502 - 615 II 615 , Filmvorführung

Kommentar

This course will investigate American film's fascinating early history before the Motion Picture Production Code of 1930 was formulated and before the 'invisible' style of classical Hollywood film took over sound technologies in the late 1920s and early 1930s. We will look at the impact of late nineteenth century cinematic technologies on the development of filmic narrative styles, we will be concerned with the sites and practices of the American entertainment industry and of early American movie audiences, and we will discuss emergent formats and techniques of filmic narration in American films during the first three decades of the twentieth century, tracing the development of filmic style from the one-reel film to feature films and film serials in the 1910s and 20s. The course will be centrally concerned with two transitional periods, which we shall consider in both historical and theoretical terms: first, the so-called transitional era of the 1910s, which marked a major paradigm shift from early or 'primitive' film to the classical age of silent film, and second, the sound-film transition of the late 1920s and early 1930s, in which the technological infrastructure of the cinema briefly took center stage again. By engaging with the developments and transformations of pre-Code American film, we hope to discover a history that remains relevant to our medial situations in the present, illuminating the formative background of a still dominant form of film entertainment and perhaps even shedding light on the meaning of later transitions such as those to color, widescreen, and digital film technologies. The main part of the course will consist in discussions of exemplary films from the early and transitional phases of American film (ca. 1895-1930), and in an engagement with film-theoretical reflections and interventions.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information (especially with regard to the film screenings which will be part of this course) as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [ruth.mayer@engsem.uni-hannover.de](mailto:ruth.mayer@engsem.uni-hannover.de)

Bemerkung

AmerA / AAS2, AAS4

Literatur

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

## Civil Rights

Seminar, SWS: 2, Max. Teilnehmer: 25

Twelbeck, Kirsten

Do, wöchentl., 10:00 - 12:00, 21.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

In the American context, the term "Civil Rights movement" is commonly associated with the African American struggle for equal rights that started in the late 1950s and reached its climax in the 1960s. Its ideological roots and legal arguments, however, can be found in the demands of propertied white men who wanted to promote their interests in 18th century America, in the foundational documents of American democracy, in texts such as Thoreau's "Civil Disobedience" and in the "Declaration of Sentiments," as well as in the 13th to 15th Amendments of the Reconstruction era. This seminar looks at the history of the rights movement in the United States; it introduces and discusses its various political and cultural strands, including the American Indian Movement, the Chicano Movement, and the Asian American movement. Proceeding on the assumption that the idea of civil rights has been travelling back and forth across continents, we will spend some sessions tracing the transatlantic and transpacific trafficking of experiences of oppression and resistance. Topics to be discussed include the influence of Thoreau's "Civil Disobedience" on the Independence Movement in India, the American Civil Rights movement, and the anti-Apartheid movement. We will ask in what respect the Holocaust has influenced the involvement of American Jews in the Civil Rights Movement and whether the stay of African-American soldiers in a non-segregated post-WWII Germany had an impact on Civil Rights in America.

The seminar will approach the topic from a cultural perspective, investigating the debates among African-American jazz musicians, the role of the Martin Luther King holiday and the African-American "invented tradition" of Kwanzaa to name some examples.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [kirsten.twelbeck@engsem.uni-hannover.de](mailto:kirsten.twelbeck@engsem.uni-hannover.de)

Literatur

Please obtain the books that will be posted on Stud.IP before the semester starts.

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

## English and German in Comparison and Contrast

Seminar, SWS: 2

Schulze, Rainer / Diwald, Gabriele

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 003 II 003

Kommentar

This seminar will present a comprehensive and fine-grained analysis of the major contrasts between English and German with the aim of showing how far two closely related languages have moved apart and of providing new foundations for the study and the teaching of English from the perspective of German and the study of German from the perspective of English. This advanced seminar will be based on a thorough exploration of the relevant literature on the two languages and on language typology in general. Areas that will be covered include inflectional morphology, tense and aspect, grammatical relations, internal and external possessors, voice: active and passive, reflexivity and intensification, word order and sentence types, *wh*-movement and relativization, non-finite subordination, and contrasts in the lexicon.

Please register for this advanced seminar on Stud.IP by October 1, 2010, and check there for updates and additional information as the winter term approaches.

Prerequisites for SL certificate will be specified in class and/or Stud.IP

For further information: [rainer.schulze@engsem.uni-hannover.de](mailto:rainer.schulze@engsem.uni-hannover.de)

Bemerkung

LingA1, LingA2 / FAL5.1, FAL 5.2

Literatur

The seminar will be based on the following textbook: König, Ekkehard and Volker Gast. 2009. *Understanding English-German Contrasts*. 2<sup>nd</sup> ed. Berlin: Erich Schmidt Verlag. Parts of the book will be made available in a reader.

## Historical and Literary Perspectives on Family Structures in Southern Africa

Seminar, SWS: 2

Rüther, Kirsten (Prüfer/-in) / Gohrisch, Jana

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 1146 - B209

Kommentar

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 examine family structures in 19th and 20th-century texts from and about southern Africa. There is a recent trend in both Historical and Cultural Studies to investigate the history and representation of kinship and families, and it is this trend that we will follow.

We shall begin with a general introduction to southern Africa with a focus on South African geography, history and cultures to provide the background for our specialized reading. This will include historiographic material on the transformations of family structures and kinship terminology in southern Africa in the 19th and early 20th century to be discussed in plenary sessions. Our main text will be Terence Ranger's *Are we not also men? The Samkange Family and African Politics in Zimbabwe 1920-64* (1995) which presents four generations of Zimbabweans and explores the methodologies of writing family biographies.

From there we shall move on to Sol T. Plaatje's novel *Mhudi*, the first South African novel written by a black person. Plaatje (1876-1932), a political activist and founder-member of the forerunner of the ANC, sets his historical novel in the 1830s and negotiates issues of power and family formation in a period of conflict among different ethnic groups. He uses the Western form of the novel to discuss local issues, infusing it with song and other elements of oral literature.

Another special feature of this course will be the projects we invite you to develop on your own (or in groups) based on the issues discussed in class. We will suggest some material to you, offer consultation hours and provide the opportunity to present your projects in class. To give you enough time to prepare and to enjoy these projects, we have reduced the reading assignments and will require none of the traditional student presentations.

For further information: [jana.gohrisch@engsem.uni-hannover.de](mailto:jana.gohrisch@engsem.uni-hannover.de) or [Kirsten.Ruether@hist.uni-hannover.de](mailto:Kirsten.Ruether@hist.uni-hannover.de).

Bemerkung

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 Geschichte und Literatur des südlichen Afrika interessieren.

Literatur

BritA / AAS5

Sol T. Plaatje. *Mhudi*. Ed. By Stephen Gray. Penguin South Africa: Johannesburg 2005.

Terence Ranger. *Are we not also men? The Samkange Family and African Politics in Zimbabwe 1920-64*: London 1995.

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 copy of Plaatje's novel in the above-mentioned edition and read it in advance.

### Interaction in the foreign language classroom

Seminar, SWS: 2

Kupetz, Rita

Mi, wöchentl., 10:00 - 12:00, 20.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

It has become a tradition in teacher education at the English department of the Leibniz University in Hannover to incorporate issues of interaction and language learning in the curriculum, e.g. by employing a discourse analytical approach. Goals of the seminar are to

study the opportunities created for language learning through interaction investigate the link between interaction and L2 examine language related episodes study the extent to which the learner's linguistic abilities are stretched.

We will combine classroom research and videography. Furthermore, you will be encouraged to design tasks for interaction in the foreign language classroom. The course will be Learnweb 2.0 enhanced.

Please register via Stud.IP by October 1, 2010.

Prerequisites for certificate: will be specified in class and/or Stud.IP

Bemerkung

DidA

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

**Required Materials:**

Demo, Douglas A.: *Discourse Analysis for Language Teachers*. CAL Digest EDO-FL-01-07. 2001.

Mackey, Alison (ed.): *Conversational Interaction in Second Language Acquisition: A collection of empirical studies*. Oxford. OUP 2007.

Seedhouse, Paul: *The Interactional Architecture of the Language Classroom: A Conversation Analysis Perspective*. Oxford: Blackwell 2004.

### Maori Fiction: Texts and Contexts

Seminar, SWS: 2

Grünkemeier, Ellen

Di, wöchentl., 10:00 - 12:00, 19.10.2010 - 05.02.2011, 1502 - 703 II 703

Mo, Einzel, 18:00 - 21:00, 22.11.2010 - 22.11.2010, 1502 - 615 II 615 , Filmvorführung

Kommentar

In postcolonial studies, New Zealand is known for its vibrant contemporary literary and cultural scene. In this seminar our focus will be on a specific sub-category: the rich Maori literature in English. We will work on some much acclaimed contemporary authors and texts. Starting with Keri Hulme's novel *The Bone People* (winner of the Booker Prize in 1985) as an introduction to Maori fiction and its cultural issues, we will move on to Patricia Grace's *Potiki* and to Witi Ihimaera's *The Whale Rider* which has become known to an international audience especially through its successful film adaptation. In addition to our close readings, we will relate the texts to their social, political, historical and cultural contexts. Our discussion will include issues such as colonialism and its legacies, languages, identities, arts and cultures, legends and mythology.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information, please contact: [ellen.gruenkemeier@engsem.uni-hannover.de](mailto:ellen.gruenkemeier@engsem.uni-hannover.de)

Bemerkung

**Please note that Prof. Dr. Kupetz is offering a corresponding seminar on "Maori Studies in English Teacher Education" (Mo, 14:00/16:00 Uhr, Raum: 1502.615). With its educational studies perspective, the seminar will provide additional and fruitful insights. Students are more than welcome to attend both classes.**

Literatur

BritA / AAS3, AAS5

A reader with theoretical texts and context material will be provided. Students who wish to attend this course should also get hold of the following texts:

Grace, Patricia. *Potiki* . Hulme, Keri. *The Bone People: A Novel* .

Ihimaera, Witi. *The Whale Rider* .

## Planung und Analyse von Englischunterricht

Seminar, SWS: 2

Kupetz, Rita

Mo, wöchentl., 12:00 - 14:00, 18.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

**Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden und dient der Vorbereitung auf das Fachpraktikum.**

**Es werden Aufzeichnungen von Unterricht analysiert und Unterrichtssequenzen geplant.**

**Die Veranstaltung ist stufen- und schulartübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart.**

**Anmeldung über Stud.IP bis 01.10.2010.**

Voraussetzungen: ASP; DidF1 und DidF2

Bemerkung

DidPA

Literatur

Ein Reader ist erhältlich im Copy Shop Stork (Körnerstraße)

Bach, Gerhard & Johannes-Peter Timm (Hrsg.): *Englischunterricht. Grundlagen und Methoden einer handlungs-orientierten Unterrichtspraxis*. Tübingen: Francke 1989.

Heuer, Helmut & Friederike Klippel: *Englischmethodik. Problemfelder, Unterrichtswirklichkeit und Handlungs-empfehlungen*. Berlin: Cornelsen 1993.

Meyer, Hilbert: *Unterrichtsmethoden*, 2 Bände, Berlin: Cornelsen Scriptor 2001.

Mindt, Dieter: *Unterrichtsplanung Englisch für die Sekundarstufe I* (Neubearbeitung). Stuttgart: Klett 1995.

Schaefer, Klaus: *So schaffen Sie den Englischunterricht*. Münster: Aschendorff 1992.

Timm, Johannes-Peter. (Hrsg.): *Englisch lernen und lehren. Didaktik des Englischunterrichts*. Berlin: Cornelsen 1998.

Ziegésar, Detlev von & Margaret von: *Einführung von Grammatik im Englischunterricht: Materialien und Modelle*. München: Oldenbourg 2001.

## Planung und Analyse von Englischunterricht

Seminar, SWS: 2

Vinals-Stein, Nicole

Di, wöchentl., 16:00 - 18:00, 26.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden und dient der Vorbereitung auf das Fachpraktikum.

Es werden Aufzeichnungen von Unterricht analysiert und Unterrichtssequenzen geplant.

Die Veranstaltung ist stufen- und schulartübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart.

**Anmeldung über Stud.IP bis 01.10.2010.**

Voraussetzungen: ASP; DidF1 und DidF2

Bemerkung

DidPA

Literatur

Ein Reader ist erhältlich im Copy Shop Stork (Körnerstraße)

Bach, Gerhard & Johannes-Peter Timm (Hrsg.): *Englischunterricht. Grundlagen und Methoden einer handlungs-orientierten Unterrichtspraxis*. Tübingen: Francke 1989.

Heuer, Helmut & Friederike Klippel: *Englischmethodik. Problemfelder, Unterrichtswirklichkeit und Handlungs-empfehlungen*. Berlin: Cornelsen 1993.

Meyer, Hilbert: *Unterrichtsmethoden*, 2 Bände, Berlin: Cornelsen Scriptor 2001.

Mindt, Dieter: *Unterrichtsplanung Englisch für die Sekundarstufe I* (Neubearbeitung). Stuttgart: Klett 1995.

Schaefer, Klaus: *So schaffen Sie den Englischunterricht*. Münster: Aschendorff 1992.

Timm, Johannes-Peter. (Hrsg.): *Englisch lernen und lehren. Didaktik des Englischunterrichts*. Berlin: Cornelsen 1998.

Ziegésar, Detlev von & Margaret von: *Einführung von Grammatik im Englischunterricht: Materialien und Modelle*. München: Oldenbourg 2001.

### Poetry in the English Language Classroom (Sek I/II)

Seminar, SWS: 2

Blell, Gabriele

Do, wöchentl., 10:00 - 12:00, 21.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

Handling poetry is the area of the primary and the secondary English curriculum where teachers feel most uncertain of their knowledge, most uncomfortable about their methods and most guilty about both.

The course will present different approaches to teaching poetry; processes of reading and responding to poetry will be in the centre of discussion. We will deal with methods of analyzing poetry in the English language classroom and subsequently promote creative ways of dealing with poetry in a learner- and activity based way.

You are asked to read the texts / do the exercises assigned and contribute actively to discussions in class. For full credits (Prüfungsleistung) you have to write a term paper (5000 words).

Please register via Stud.IP by October 1, 2010.

For further information: [gabriele.blell@engsem.uni-hannover.de](mailto:gabriele.blell@engsem.uni-hannover.de)

Bemerkung

DidA

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

Recommended Literature:

Benton, P.: *Young Readers Responding to Poems* . London & New York: Routledge 1988.

Benton, M.: *Secondary Worlds: Literature Teaching and the Visual Arts* . Open UP. 1992.

### Principles of Language Change

Seminar, SWS: 2

Altendorf, Ulrike

Mi, wöchentl., 08:00 - 10:00, 20.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This course will review language-external and language-internal principles of language change. Language-external factors to be treated are, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms comprise the notions of markedness and naturalness as well as the economy of the language system. All principles will be applied to the history of English beginning as early as 449 AD and taking it right through to the present day.

For further information: [ulrike.altendorf@engsem.uni-hannover.de](mailto:ulrike.altendorf@engsem.uni-hannover.de)

Bemerkung

LingA1, LingA2 / FAL1

### Progressivism and the New Woman. American Literature and Culture, 1880-1910

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

Mo, wöchentl., 12:00 - 14:00, 18.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

In this course we will be concerned with American Progressivism, focusing on the heyday of the Progressive Movement at the turn of the twentieth century. This movement manifested itself in countless reform projects and in efforts at a fundamental restructuring of American society. Our focus will be on the evolving concept of the 'new woman' which became quite prominent in Progressive circles in this period of time. 'New women' took part in the Progressive Movement as activists, and they also figured as the protagonists of literary texts or other representations of the period. We will read, among other texts, Charlotte Perkins Gilman's "The Yellow Wallpaper" (1892), and Edith Wharton's *The House of Mirth* (1905); narratives which do not so much enact the 'new woman' but rather display the problems and misunderstandings which arise out of the deep-going rearrangement of gender relations and gender hierarchies of the day. We will be particularly interested in the remapping of the private and the public, of interior and exterior spaces in the culture of the Progressive era.

Please register for this class on Stud.IP by October 11, 2010, and check there for updates and additional information as the semester approaches.

!!! The number of participants for this class is limited to 25 !!!

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [ruth.mayer@engsem.uni-hannover.de](mailto:ruth.mayer@engsem.uni-hannover.de)

Bemerkung

AmerA / AAS2, AAS3

Literatur

Please purchase Edith Wharton's *A House of Mirth* (Norton Critical Edition, ISBN 978-0393959017).

A reader with additional course material will be made available in the first session of the class.

### Re-Reading the Brontës

Seminar, SWS: 2

Gohrisch, Jana

Mi, wöchentl., 10:00 - 12:00, 20.10.2010 - 05.02.2011, 1502 - 613 II 613

Kommentar

The novels by the Brontë sisters, esp. those by Charlotte and Emily Brontë, belong to the classic tradition of the 19<sup>th</sup>-century English novel. The texts are famous for their passionate protest against the limiting social conditions for (lower middle-class) women and their equally passionate claim for individual freedom and female independence. A closer inspection of the texts, however, reveals a tendency for compromise and submission to the social status quo. These contradictions make for interesting reading and will occupy us in our class discussions of Anne Brontë's *Agnes Grey*, Charlotte Brontë's *Jane Eyre*, and Emily Brontë's *Wuthering Heights*, all published in 1847. We shall analyse the narrative devices and major themes of the novels against the contemporary religious, social and cultural background.

Students are expected to give a presentation in class.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [jana.gohrisch@engsem.uni-hannover.de](mailto:jana.gohrisch@engsem.uni-hannover.de)

Bemerkung

BritA / AAS2

Literatur

**Please, read at least one novel in advance** and bring your own copies of the texts (Oxford Classics or the Penguin Classics edition).

### Research Methods in Linguistics

Seminar, SWS: 2

Schulze, Rainer

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This advanced seminar will guide the participants through the key issues, principles, and core contributions of core methods in linguistic research.

Topics will include: developing research questions, combining methods, quantitative research designs (including questionnaires), corpus analysis, qualitative research methods (discourse analytical approaches, linguistic ethnography, interviews and focus groups, multimodal analysis, and narrative analysis). With each class offering an overview of key issues, many examples from recent linguistic research, and suggestions for further reading, this seminar will be a valuable resource for anyone working with linguistic data.

**Please register for this seminar on Stud.IP by October 1, 2010, and check there for updates and additional information as the winter term approaches.**

Prerequisites for SL certificate: will be specified in class and/or Stud.IP

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

Bemerkung

LingA1, LingA2 / FAL2

### Shakespeare's The Taming of the Shrew and the Teaching of the Text

Seminar, SWS: 2

Blell, Gabriele

Do, wöchentl., 14:00 - 16:00, 21.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

Throughout the history of English language teaching Shakespeare's plays have been a favourite teaching material in the classroom. Seeing them solely as timeless literary masterpieces neglects how they participate in lively controversies in Early Modern England and in recent critical debates. By looking at the historical context we can recreate the conflicts surrounding women's status, marriage, domesticity, disorder and violence which were part of a process of social change. The play articulates the anxieties of a patriarchal culture under pressure, destabilized by contradictory notions of femininity, masculinity and social power which still relate in surprising ways to contemporary gender debates.

Based on this cultural approach we will look at contemporary learner- and activity-oriented approaches to teaching Shakespeare in the EFL-classroom. By letting your learners choose different activities, explore his texts in a more creative way and experiment with the playwright, they can make their own interpretations of Shakespeare's language, characters and stories. Whatever they do, they should remember that Shakespeare wrote his plays to be acted, watched and enjoyed. The following topics will be discussed among others: problems of literary translation, critical evaluation of Shakespeare-textbooks for school; the bard performed or in the movies; Shakespeare and the internet etc.

Please register via Stud.IP by October 1, 2010.

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

Bemerkung

DidA

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

#### Recommended Literature:

Dolan, Frances (ed.): *William Shakespeare: The Taming of the Shrew. Texts and Contexts*. New York: Bedford Books of St. Martin's Press 1996.

Gibson, Rex (ed.): *Shakespeare: The Taming of the Shrew*. CUP 1996.

Gibson, Rex: *Teaching Shakespeare* (7<sup>th</sup> ed.). CUP 2003.

## Theories and Methods of Literary Studies

Seminar, SWS: 2

Krämer, Lucia

Do, wöchentl., 14:00 - 16:00, 21.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

Oscar Wilde's novel *The Picture of Dorian Gray* will serve as the central literary text in this seminar, which will introduce students to a plurality of literary theories and methods and illustrate them by applying them to Wilde's text. The course will cover all the major theoretical approaches to literature and culture from the twentieth century, such as Structuralism, Formalism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxist Criticism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Queer Theory, Postcolonial Theory, and New Historicism and Cultural Materialism.

As a preparation for the work in class, you will have to familiarise yourselves with the key ideas of these respective approaches and read selected theoretical texts by some of their key representatives. In class, we will then discuss and systematise these ideas and try to apply them to Wilde's *The Picture of Dorian Gray* in order to illustrate the practical value of these theories and familiarise you with their terminologies. In this way you should gain an insight into the diverse approaches in current scholarship and become confident in using theory yourselves.

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: [lucia.kraemer@engsem.uni-hannover.de](mailto:lucia.kraemer@engsem.uni-hannover.de)

Bemerkung

BritA / AAS1

Literatur

As we will work with only one literary text, students are expected to be thoroughly familiar with Wilde's novel at the beginning of the semester. There are a number of different editions of the novel, whose texts differ quite considerably. In order to ensure that we all use the same text, students must buy the following edition:

Wilde, Oscar. *The Picture of Dorian Gray*. Ed. Joseph Bristow. Oxford: Oxford UP, 2008. (Oxford World's Classics).

A reader with the theoretical texts covered in the seminar will be available from Copyshop Stork (Körnerstraße 3) from the beginning of October.

Students are advised to begin their background reading for the course in the semester break.

### Recommended background reading (and purchase):

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester UP, 2002.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: Oxford UP, 2000.

Lodge, David, and Nigel Wood, ed. *Modern Criticism and Theory: A Reader*. 3rd ed. Harlow: Longman, 2008.

### Victorian Children's Fiction

Seminar, SWS: 2

Bennett, Peter

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

The evangelical and moralistic stories that dominated children's fiction in the first half of the nineteenth century were augmented (though not supplanted) from the 1850s onwards by fantasy, adventure and other types of story. Taking a representative variety of texts and theoretical approaches, we shall read the stories "against the grain", so to speak, in order to uncover the mechanisms by which they generate meaning and to explore their ideological, psychological and other subtexts. We shall also pay attention to specific historical and cultural factors that contributed to the busy and evolving market in Victorian children's fiction.

Would-be participants are asked to register on Stud.IP and to keep their eyes on that site before teaching begins.

Prerequisites for certificate: short presentation (SL), final essay (PL).

For further information: [peter.bennett@engsem.uni-hannover.de](mailto:peter.bennett@engsem.uni-hannover.de)

Bemerkung

BritA / AAS2

Literatur

**The first text will be uploaded beforehand and students will be asked to have read it before the first meeting.** All other texts will be announced at the first meeting. Many will be free downloads, although students may be asked to buy texts that are not available in digital form.

### Didaktische u. berufspraktische Seminare / Didactical and Practical Seminars

#### Fachpraktikum (Februar / März 2011)

Fachpraktikum

Kupetz, Rita

Kommentar

**Anmeldung (sechs Plätze) bis 30.10.10 per E-Mail bei Prof. Dr. Kupetz.**

Die Vergabe der Plätze erfolgt in der Reihenfolge der Anmeldung.

Bemerkung

DidFP

## Heterogeneity and Differentiated Instruction: Multilingual Learning as One Solution

Seminar, SWS: 2

Kerscher, Kundry

Do, wöchentl., 16:00 - 18:00, 21.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

Classes and learning groups of more than thirty pupils are not an invention of modern times! But classes of more than thirty children and adolescents with a growing awareness of and demand for individuality on the side of both students and parents are a serious challenge for the modern language classroom and its teachers. Especially the modern foreign language classroom with an increasing focus on communicative skills demands the necessity of individual offers for students. Since they arrive with extremely different language standards from primary schools, it is increasingly more difficult to cope with the huge gap within groups. This gap (due to various reasons) could hardly be closed if it weren't for internal differentiation. But how is differentiated instruction possible in groups of 34 students? This course will try to tackle this problem. Ideas will be introduced and discussed like using a variety of hands-on learning activities that allow choice while meeting basic key standards, using alternative assessment activities or using partner/group work effectively.

Furthermore, cross-curricular multilingual learning may be utilized to broaden the language skills of the advanced students, and at the same time not to leave behind those who struggle and thus to increase heterogeneity. The multilingualism approach will focus mainly on English and Spanish in the seminar. Therefore, a basic understanding of Spanish is a prerequisite.

In-class lectures at the University will be combined with classroom observations and group activities during the seminar.

Prerequisites: DidF1

For further information: [kundrykerscher@web.de](mailto:kundrykerscher@web.de)

Please register via Stud.IP by October 1, 2010.

Bemerkung

DidF2

Literatur

### **Recommended Literature:**

Boller, Sebastian/Rosowski, Elke/Stroot, Thea (Hg.) (2007). Heterogenität in Schule und Unterricht. Handlungsansätze zum pädagogischen Umgang mit Vielfalt. Weinheim u.a.

Wunsch, Christian (2006). Binnendifferenzierung. In: Jung, Udo H. (Hg.) (2006). Praktische Handreichungen für Fremdsprachenlehrer. Frankfurt a.M.

### Interaction in the foreign language classroom

Seminar, SWS: 2

Kupetz, Rita

Mi, wöchentl., 10:00 - 12:00, 20.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

It has become a tradition in teacher education at the English department of the Leibniz University in Hannover to incorporate issues of interaction and language learning in the curriculum, e.g. by employing a discourse analytical approach. Goals of the seminar are to

study the opportunities created for language learning through interaction investigate the link between interaction and L2 examine language related episodes study the extent to which the learner's linguistic abilities are stretched.

We will combine classroom research and videography. Furthermore, you will be encouraged to design tasks for interaction in the foreign language classroom. The course will be Learnweb 2.0 enhanced.

Please register via Stud.IP by October 1, 2010.

Prerequisites for certificate: will be specified in class and/or Stud.IP

Bemerkung

DidA

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

**Required Materials:**

Demo, Douglas A.: *Discourse Analysis for Language Teachers*. CAL Digest EDO-FL-01-07. 2001.

Mackey, Alison (ed.): *Conversational Interaction in Second Language Acquisition: A collection of empirical studies*. Oxford. OUP 2007.

Seedhouse, Paul: *The Interactional Architecture of the Language Classroom: A Conversation Analysis Perspective*. Oxford: Blackwell 2004.

**Introduction to the Methodology of Teaching English**

Seminar, SWS: 2

Blell, Gabriele

Di, wöchentl., 12:00 - 14:00, 19.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today:

- Promoting intercultural communicative competence (ICC)
- (Foreign) language learning as individual and collaborative achievement
- Developing learner- and learning centred teaching
- Supporting task-based learning.

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.

Please register via Stud.IP by October 1, 2010.

**For further information: [gabriele.blell@engsem.uni-hannover.de](mailto:gabriele.blell@engsem.uni-hannover.de)**

Bemerkung

DidF1

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

Recommended Literature:

Müller-Hartmann, A. & Schocker-v. Ditfurth, M.: *Introduction to English Language Teaching*. Stuttgart: Klett 2004 (obligatory)

Shrum, J. L. & Glisan, Eileen W.: *Teacher's Handbook. Contextualized Language Instruction*. Boston: Thomson & Heinle 2004.

Bausch, K.-R./ Christ, H./ Krumm, H.-J.(Hrsg.) *Handbuch Fremdsprachenunterricht* ; Tübingen: Francke 1995 (überarbeitete Auflage).

Heuer, H. und F. Klippel: *Englischmet hodik. Problemfelder, Unterrichtswirklichkeit und Handlungsempfehlungen*.

(3. Druck). Berlin: Cornelsen 1993

Jung, Udo H. (Hrsg.): *Praktische Handreichung für Fremdsprachenlehrer* . (2.Aufl.) Frankf. a. Main: Lang 1998

Timm, J.-P./ Bach, G. (Hrsg.): *Englischunterricht*. (2. Aufl.) Tübingen: Francke 1998.

Weskamp, R.: *Fachdidaktik: Grundlagen & Konzepte*. Berlin: Cornelsen 2001.

## Introduction to the Methodology of Teaching English

Seminar, SWS: 2

Becker, Carmen

Do, wöchentl., 10:00 - 12:00, 21.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar

This introductory methodology course is obligatory for all prospective teachers and for all BA students who plan to complete an M Ed. We recommend that BA students take this class in their 3rd or 4th semester. Non-BA students need to take this class before their intermediate exam.

This course aims at exploring and synthesizing insights from second language acquisition research studies. It aims at involving the participants in their professional development by encouraging the reflection of their own second language learning processes and discussing issues, problems, and possibilities in foreign language teaching methodology. Furthermore it aims at developing a basic methodological framework for a professional intercultural communicative language teaching practice at secondary level, which can function as a methodological springboard for future teaching.

Some of the issues that will be raised are:

SLA and implications for the classroom  
Learner differences and implications for teaching procedures  
Teacher's and learner's roles and responsibilities  
The intercultural communicative classroom/curriculum  
Learner autonomy and learner training  
Teaching the language system / developing language skills  
Planning and assessing learning

Please register by October 1, 2010 (becker.carmen@gmx.net)

Course requirements/SL: regular attendance, active participation, weekly journal (Portfolio)

PL: written module examination (about DidF1/DidF2)

Bemerkung

DidF1

Literatur

Recommended Literature:

Brown, H.D.: *Principles of Language Learning And Teaching* . New York: Longman 2000.

Hedge, T.: *Teaching and Learning in the Language Classroom* . Oxford: Oxford University Press 2000.

Müller-Hartmann, A./ Schocker-von Ditfurth, M.: *Introduction to English Language Teaching* . Stuttgart: Klett 2005.

## London Explorations

Seminar, SWS: 2

Blell, Gabriele

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar „London, thou art at the flower of cities all.“ (William Dunbar, c.1465)

London is the capital city of England and the heart of what was once the greatest empire in the world. To English people over the centuries, London has represented all that was both desirable and detestable about English life. From the Middle Ages until today London has remained a magnet for people from all over the world.

Additionally and with respect to English Language Teaching & Learning, "London" is a topic in many English course books (mostly 7<sup>th</sup> grade *GreenLine*; *EnglishG 2000*; *Nottinghill Gate etc.*) and central to forms of project work in Sek. II. Based on Cultural & Social Studies and on concepts of Intercultural/Transcultural Learning we are going to 'explore' London (time, place/space and people - on- and offline) and will develop very practical materials as well.

You are asked to read the texts / do the exercises assigned and contribute actively to discussions in class. For full credits you have to give a (group) presentation in class and hand in a short and revised written paper.

Please register via Stud.IP by October 1, 2010.

For further information: [gabriele.blell@engsem.uni-hannover.de](mailto:gabriele.blell@engsem.uni-hannover.de)

Bemerkung

DidF2

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

Recommended Literature:

Gregory, Eve and Ann Williams. *City Literacies. Learning to read across generations and cultures*. London and New York: Routledge 2000.

Fox, Kate. *Watching the English*. London: Hodder & Stoughton 2005.

Hall, Stuart (ed.). *Representation. Cultural Representations and Signifying Practices*. London: Sage 1997.

Korte, Barbara & Sternberg, Claudia (ed.): *Many Voices-Many Cultures. Multicultural British Short Stories*. Stuttgart: Reclam 1997

Phillips, Mike: The Theory and practice of London's Multiculturalism In: Lucko, P. & Schlaeger, J.(eds.) *Proceedings Anglistentag 2000 Berlin*. Trier: WVT 2001, 81-94.

Teske, Doris: *Cultural Studies: GB*. Berlin: Cornelsen 2002.

### Maori Studies in English Teacher Education

Seminar, SWS: 2

Kupetz, Rita

Mo, wöchentl., 14:00 - 16:00, 18.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

We will look at the origins, culture and traditions of Maori people of Aotearoa - the land of the long white cloud - New Zealand from an educational and a postcolonial study perspective.

You are expected to study various sources, analyse them and present your findings. Furthermore, you will design materials to teach Maori studies at school and probably teach them in class (mini-practice).

**Please note that Ellen Grünkemeier offers a corresponding seminar on "Maori Fiction: Texts and Contexts" (Di, 10:00/12:00, Raum: 1502.703). With its literary and cultural studies perspective, the seminar will provide additional and fruitful insights. Students are more than welcome to attend both classes.**

**Please register via Stud.IP by October 1, 2010.**

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: rita.kupetz@engsem.uni-hannover.de

Bemerkung

DidF2

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

### Planung und Analyse von Englischunterricht

Seminar, SWS: 2

Kupetz, Rita

Mo, wöchentl., 12:00 - 14:00, 18.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

**Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden und dient der Vorbereitung auf das Fachpraktikum.**

**Es werden Aufzeichnungen von Unterricht analysiert und Unterrichtssequenzen geplant.**

**Die Veranstaltung ist stufen- und schulartübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart.**

**Anmeldung über Stud.IP bis 01.10.2010.**

Voraussetzungen: ASP; DidF1 und DidF2

Bemerkung

DidPA

Literatur

Ein Reader ist erhältlich im Copy Shop Stork (Körnerstraße)

Bach, Gerhard & Johannes-Peter Timm (Hrsg.): *Englischunterricht. Grundlagen und Methoden einer handlungs-orientierten Unterrichtspraxis*. Tübingen: Francke 1989.

Heuer, Helmut & Friederike Klippel: *Englischmethodik. Problemfelder, Unterrichtswirklichkeit und Handlungs-empfehlungen*. Berlin: Cornelsen 1993.

Meyer, Hilbert: *Unterrichtsmethoden*, 2 Bände, Berlin: Cornelsen Scriptor 2001.

Mindt, Dieter: *Unterrichtsplanung Englisch für die Sekundarstufe I* (Neubearbeitung). Stuttgart: Klett 1995.

Schaefer, Klaus: *So schaffen Sie den Englischunterricht*. Münster: Aschendorff 1992.

Timm, Johannes-Peter. (Hrsg.): *Englisch lernen und lehren. Didaktik des Englischunterrichts*. Berlin: Cornelsen 1998.

Ziegésar, Detlev von & Margaret von: *Einführung von Grammatik im Englischunterricht: Materialien und Modelle*. München: Oldenbourg 2001.

## Planung und Analyse von Englischunterricht

Seminar, SWS: 2

Vinals-Stein, Nicole

Di, wöchentl., 16:00 - 18:00, 26.10.2010 - 05.02.2011, 1502 - 609 II 609

Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden und dient der Vorbereitung auf das Fachpraktikum.

Es werden Aufzeichnungen von Unterricht analysiert und Unterrichtssequenzen geplant.

Die Veranstaltung ist stufen- und schulartübergreifend angelegt. Die KursteilnehmerInnen erarbeiten Planungsentwürfe für ihre jeweilige Schulart.

**Anmeldung über Stud.IP bis 01.10.2010.**

Voraussetzungen: ASP; DidF1 und DidF2

Bemerkung

DidPA

Literatur

Ein Reader ist erhältlich im Copy Shop Stork (Körnerstraße)

Bach, Gerhard & Johannes-Peter Timm (Hrsg.): *Englischunterricht. Grundlagen und Methoden einer handlungs-orientierten Unterrichtspraxis*. Tübingen: Francke 1989.

Heuer, Helmut & Friederike Klippel: *Englischmethodik. Problemfelder, Unterrichtswirklichkeit und Handlungs-empfehlungen*. Berlin: Cornelsen 1993.

Meyer, Hilbert: *Unterrichtsmethoden*, 2 Bände, Berlin: Cornelsen Scriptor 2001.

Mindt, Dieter: *Unterrichtsplanung Englisch für die Sekundarstufe I* (Neubearbeitung). Stuttgart: Klett 1995.

Schaefer, Klaus: *So schaffen Sie den Englischunterricht*. Münster: Aschendorff 1992.

Timm, Johannes-Peter. (Hrsg.): *Englisch lernen und lehren. Didaktik des Englischunterrichts*. Berlin: Cornelsen 1998.

Ziegésar, Detlev von & Margaret von: *Einführung von Grammatik im Englischunterricht: Materialien und Modelle*. München: Oldenbourg 2001.

**Poetry in the English Language Classroom (Sek I/II)**

Seminar, SWS: 2

Blell, Gabriele

Do, wöchentl., 10:00 - 12:00, 21.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

Handling poetry is the area of the primary and the secondary English curriculum where teachers feel most uncertain of their knowledge, most uncomfortable about their methods and most guilty about both.

The course will present different approaches to teaching poetry; processes of reading and responding to poetry will be in the centre of discussion. We will deal with methods of analyzing poetry in the English language classroom and subsequently promote creative ways of dealing with poetry in a learner- and activity based way.

You are asked to read the texts / do the exercises assigned and contribute actively to discussions in class. For full credits (Prüfungsleistung) you have to write a term paper (5000 words).

Please register via Stud.IP by October 1, 2010.

For further information: [gabriele.blell@engsem.uni-hannover.de](mailto:gabriele.blell@engsem.uni-hannover.de)

Bemerkung

DidA

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

Recommended Literature:

Benton, P.: *Young Readers Responding to Poems*. London & New York: Routledge 1988.

Benton, M.: *Secondary Worlds: Literature Teaching and the Visual Arts*. Open UP. 1992.

## Shakespeare's *The Taming of the Shrew* and the Teaching of the Text

Seminar, SWS: 2

Blell, Gabriele

Do, wöchentl., 14:00 - 16:00, 21.10.2010 - 05.02.2011, 1502 - 615 II 615

Kommentar

Throughout the history of English language teaching Shakespeare's plays have been a favourite teaching material in the classroom. Seeing them solely as timeless literary masterpieces neglects how they participate in lively controversies in Early Modern England and in recent critical debates. By looking at the historical context we can recreate the conflicts surrounding women's status, marriage, domesticity, disorder and violence which were part of a process of social change. The play articulates the anxieties of a patriarchal culture under pressure, destabilized by contradictory notions of femininity, masculinity and social power which still relate in surprising ways to contemporary gender debates.

Based on this cultural approach we will look at contemporary learner- and activity-oriented approaches to teaching Shakespeare in the EFL-classroom. By letting your learners choose different activities, explore his texts in a more creative way and experiment with the playwright, they can make their own interpretations of Shakespeare's language, characters and stories. Whatever they do, they should remember that Shakespeare wrote his plays to be acted, watched and enjoyed. The following topics will be discussed among others: problems of literary translation, critical evaluation of Shakespeare-textbooks for school; the bard performed or in the movies; Shakespeare and the internet etc.

Please register via Stud.IP by October 1, 2010.

For further information: [gabriele.blell@engsem.uni-hannover.de](mailto:gabriele.blell@engsem.uni-hannover.de)

Bemerkung

DidA

Literatur

A reader will be available at the copy shop Stork (Körnerstraße).

### Recommended Literature:

Dolan, Frances (ed.): *William Shakespeare: The Taming of the Shrew. Texts and Contexts*. New York: Bedford Books of St. Martin's Press 1996.

Gibson, Rex (ed.): *Shakespeare: The Taming of the Shrew*. CUP 1996.

Gibson, Rex: *Teaching Shakespeare* (7<sup>th</sup> ed.). CUP 2003.

### Teaching Grammar and Vocabulary

Seminar, SWS: 2

Fellmann, Gabriela

Mi, wöchentl., 16:00 - 18:00, 27.10.2010 - 05.02.2011, 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.

**Please register via Stud.IP by October 1, 2010 and check there for additional information before the first meeting.**

Prerequisites for certificate: will be specified in class and/or Stud.IP

For further information: FellmannG@aol.com

Bemerkung

DidF2

Literatur

A reader will be available at the copy shop Stork at the beginning of the semester.

Basic Reading:

Larsen-Freeman, Diana: *Teaching language: From grammar to grammaring*. Boston, MA: Thomson-Heinle 2003.

Larsen-Freeman, Diana: Grammar. In: Ronald Carter & David Nunan (eds.) *Teaching English to Speakers of other Languages*. CUP 2004, 34-41.

Lewis, Michael: *Implementing the Lexical Approach. Putting Theory into Practice*. Hove: Language Teaching Publications 1997.

Lindstromberg, Seth & Boers, Frank: *Teaching Chunks of Language. From noticing to remembering*. Helbling Languages 2008.

### Teaching Practice as Foreign Language Assistant

Wochenendseminar

Ruhm, Hannah

Sa, Einzel, 10:00 - 18:00, 29.01.2011 - 29.01.2011, 1502 - 613 II 613

Kommentar

This preparation 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) and develop and discuss different activities and resources for teaching German as a foreign language.

**Please note: This course is obligatory for BA or M. Ed. 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.

**DidPA is obligatory for all MEd. students.**

**Please register for this course by January 6, 2011 (hannah.ruhm@engsem.uni-hannover.de)**

Bemerkung

DidPA

### Kolloquien /Colloquia

**Doktorandenkolloquium "American Studies"**

Kolloquium, SWS: 2

Mayer, Ruth

Mo18.10.2010 - 05.02.2011

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

Bemerkung Termine nach Absprache.

**Doktorandenkolloquium "Didaktik"**

Kolloquium, SWS: 2

Blell, Gabriele / Kupetz, Rita

Di, wöchentl., 18:00 - 20:00, 19.10.2010 - 05.02.2011, 1502 - 703 II 703

Kommentar Termine nach Absprache.

Bemerkung CO

**Examensseminar Literatur / Kultur**

Seminar, SWS: 2

Gohrisch, Jana

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 709 II 709

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](mailto:jana.gohrisch@engsem.uni-hannover.de)

Literatur Lektüreempfehlungen:

Franck, Norbert und Joachim Stary. *Die Technik des wissenschaftlichen Arbeitens. Eine praktische Anleitung*. 11. überarb. Aufl. Paderborn, München, Wien, Zürich: Schöningh 2003 (UTB).

Nünning, Vera und Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Ernst Klett Sprachen 2005.

Nünning, Ansgar, Hrsg. *Metzler-Lexikon Literatur- und Kulturtheorie: Ansätze - Personen - Grundbegriffe*. Stuttgart [u.a]: J. B. Metzler 2001.

Poplawski, Paul, ed. *English Literature in Context*. Cambridge: Cambridge University Press 2008.

Seeber, Hans-Ulrich (Hg.). *Englische Literaturgeschichte*. Stuttgart: J. B. Metzlersche Verlagsbuchhandlung 2004.

### Key Ideas in Linguistics

Kolloquium, SWS: 2

Schulze, Rainer

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examensseminar richtet sich an alle Studierenden, die kurz vor ihrer mündlichen oder schriftlichen Abschlussprüfung (BA, Staatsexamen, Magister, M. Ed.) stehen und diese im Bereich der Englischen Sprachwissenschaft ablegen wollen.

Der Veranstaltungsplan organisiert sich nach den Bedürfnissen der Teilnehmerinnen und Teilnehmer und enthält möglicherweise Gesprächsrunden zu Themen wie 'mündliche Prüfung', 'Erstellung des Thesenpapiers', 'das Verfassen fachwissenschaftlicher Arbeiten', 'Literaturrecherche' usw. Auch separate Sitzungen zu Kernbegriffen der Englischen Sprachwissenschaft (z. B. corpus linguistics, metaphor, metonymy, cognitive grammar, lexical priming, grammaticalisation usw.) sind denkbar.

Diese Veranstaltung ist keine verkürzte ,Introduction to Linguistics'!

### Key Ideas in Linguistics

Kolloquium, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examensseminar richtet sich an alle Studierenden, die kurz vor ihrer mündlichen oder schriftlichen Abschlussprüfung (BA, Staatsexamen, Magister, M. Ed.) stehen und diese im Bereich der Englischen Sprachwissenschaft ablegen wollen.

Der Veranstaltungsplan organisiert sich nach den Bedürfnissen der Teilnehmerinnen und Teilnehmer und enthält möglicherweise Gesprächsrunden zu Themen wie 'mündliche Prüfung', 'Erstellung des Thesenpapiers', 'das Verfassen fachwissenschaftlicher Arbeiten', 'Literaturrecherche' usw. Auch separate Sitzungen zu Kernbegriffen der Englischen Sprachwissenschaft (z. B. corpus linguistics, metaphor, metonymy, cognitive grammar, lexical priming, grammaticalisation usw.) sind denkbar.

Diese Veranstaltung ist keine verkürzte ,Introduction to Linguistics'!

## Examensseminare / Exam Seminars

### Examensseminar Literatur / Kultur

Seminar, SWS: 2

Gohrisch, Jana

Di, wöchentl., 14:00 - 16:00, 19.10.2010 - 05.02.2011, 1502 - 709 II 709

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](mailto:jana.gohrisch@engsem.uni-hannover.de)

Literatur

Lektüreempfehlungen:

Franck, Norbert und Joachim Stary. *Die Technik des wissenschaftlichen Arbeitens. Eine praktische Anleitung*. 11. überarb. Aufl. Paderborn, München, Wien, Zürich: Schöningh 2003 (UTB).

Nünning, Vera und Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Ernst Klett Sprachen 2005.

Nünning, Ansgar, Hrsg. *Metzler-Lexikon Literatur- und Kulturtheorie: Ansätze - Personen - Grundbegriffe*. Stuttgart [u.a]: J. B. Metzler 2001.

Poplawski, Paul, ed. *English Literature in Context*. Cambridge: Cambridge University Press 2008.

Seeber, Hans-Ulrich (Hg.). *Englische Literaturgeschichte*. Stuttgart: J. B. Metzlersche Verlagsbuchhandlung 2004.

### Key Ideas in Linguistics

Kolloquium, SWS: 2

Schulze, Rainer

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examensseminar richtet sich an alle Studierenden, die kurz vor ihrer mündlichen oder schriftlichen Abschlussprüfung (BA, Staatsexamen, Magister, M. Ed.) stehen und diese im Bereich der Englischen Sprachwissenschaft ablegen wollen.

Der Veranstaltungsplan organisiert sich nach den Bedürfnissen der Teilnehmerinnen und Teilnehmer und enthält möglicherweise Gesprächsrunden zu Themen wie 'mündliche Prüfung', 'Erstellung des Thesenpapiers', 'das Verfassen fachwissenschaftlicher Arbeiten', 'Literaturrecherche' usw. Auch separate Sitzungen zu Kernbegriffen der Englischen Sprachwissenschaft (z. B. corpus linguistics, metaphor, metonymy, cognitive grammar, lexical priming, grammaticalisation usw.) sind denkbar.

Diese Veranstaltung ist keine verkürzte 'Introduction to Linguistics'!

**Key Ideas in Linguistics**

Kolloquium, SWS: 2

Altendorf, Ulrike

Di, wöchentl., 16:00 - 18:00, 19.10.2010 - 05.02.2011, 1502 - 709 II 709

Kommentar

Das auf die gesamte Vorlesungszeit angelegte Examenstseminar richtet sich an alle Studierenden, die kurz vor ihrer mündlichen oder schriftlichen Abschlussprüfung (BA, Staatsexamen, Magister, M. Ed.) stehen und diese im Bereich der Englischen Sprachwissenschaft ablegen wollen.

Der Veranstaltungsplan organisiert sich nach den Bedürfnissen der Teilnehmerinnen und Teilnehmer und enthält möglicherweise Gesprächsrunden zu Themen wie 'mündliche Prüfung', 'Erstellung des Thesenpapiers', 'das Verfassen fachwissenschaftlicher Arbeiten', 'Literaturrecherche' usw. Auch separate Sitzungen zu Kernbegriffen der Englischen Sprachwissenschaft (z. B. corpus linguistics, metaphor, metonymy, cognitive grammar, lexical priming, grammaticalisation usw.) sind denkbar.

Diese Veranstaltung ist keine verkürzte 'Introduction to Linguistics'!