Englisches Seminar

Fächerübergreifender Bachelor - Fach Englisch

Begrüßungsveranstaltungen der Fachschaft Englisch

Sonstige

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<tr>
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<td>Mo</td>
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<td>14.10.2013 - 14.10.2013</td>
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<td>Mi</td>
<td>ab 19:00</td>
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<td>Do</td>
<td>ab 19:00</td>
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Kommentar


2) Dienstag 15.10. 22 Uhr Semesteranfangsparty in der Hanomacke (auf dem Conti-Campus)


4) Donnerstag 17.10. 19 Uhr Table Quiz Um euch langsam an den Prüfungsstress zu gewöhnen, fragen wir am Donnerstag die Getränkelisten aller besuchten Kneipen ab... Abgesehen davon wird es beim lustigen Table Quiz aber eher um alle möglichen Fragen aus den verschiedensten Bereichen geben, die ihr in kleinen Gruppen beantworten könnt. Ort: Café T

Foundations Linguistics

_LingF1_  
Introduction to Linguistics I

Vorlesung, SWS: 2  
Shahrokny-Prehn, Arian

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<tr>
<td>Mo</td>
<td>wöchentlich 08:00 - 10:00</td>
<td>21.10.2013 - 01.02.2014 1502 - 003</td>
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Kommentar

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

In order to achieve this, it provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology or idiomatics, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in the summer term 2014.

_Reader_ – copy shop Stork (Körnerstraße) from 1 October  ● _Registration_ – Doodle 01.09.2013 – 16.10.2013  ● _Studiengänge_ – FüBA, BSc TE, 3. Fach LG  ● _Further Information_ – arian.shahrokny@engsem.~, caroline.gerckens@engsem~ or meike.pfaff@engsem~

Bemerkung

LingF1
Verlesung, SWS: 2
Gerckens (M. A.), Caroline

Di wöchentl. 08:00 - 10:00 22.10.2013 - 01.02.2014 1502 - 003
Kommentar

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

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Further Information – arian.shahrokny@engsem~.~, caroline.gerckens@engsem~ or meike.pfaff@engsem~.

Bemerkung

LingF1

Introduction to Linguistics I

Vorlesung, SWS: 2
Pfaff, Meike

Do wöchentl. 10:00 - 12:00 24.10.2013 - 01.02.2014 1502 - 003
Kommentar

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

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Reader – copy shop Stork (Körnerstraße) from 1 October
Registration – Doodle
01.09.2013 – 16.10.2013
Studiengänge – FüBA, BSc TE, 3. Fach LG
Further Information – arian.shahrokny@engsem~.~, caroline.gerckens@engsem~ or meike.pfaff@engsem~.

Bemerkung

LingF1

LingF2

Introduction to Linguistics II

Vorlesung, SWS: 2
Schulze, Rainer

Mo wöchentl. 16:00 - 18:00 14.10.2013 - 01.02.2014 1502 - 703
Kommentar

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

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

Reader – copy shop Stork (Körnerstraße) from 1 April
Prerequisites – LingF1
Studiengänge – FüBA, MEd LbS, 3. Fach LG
Further Information – rainer.schulze@engsem.

Intermediate Linguistics

LingF3

English Sentences

Vorlesung, SWS: 2
Schulze, Rainer

Di  wöchentl. 16:00 - 18:00 22.10.2013 - 01.02.2014 1502 - 003
Kommentar The aim of this lecture is to present an overview of basic syntactic categories, analytical
methods and theoretical frameworks that are needed for a comprehensive and
systematic description and analysis of the syntax of English as it is written today. Different
grammatical concepts will be introduced, such as parts-of-speech or word classes,
sentence elements or phrases, and clause types. We will recognise that these concepts
are not fixed linguistic entities but are described differently in grammars of English.
Several varying approaches to these concepts will be discussed. One focus throughout
this lecture is to introduce the students to the ‘art’ or science of syntactic argumentation.

Required Reading

Please refer to the course page on StudIP.

Prerequisites – LingF1-LingF2
Studiengänge – FüBA, 3. Fach LG, MEd LG, MEd LbS,
Further Information – EMAIL rainer.schulze@engsem.

Prerequisites – LingF1-LingF2
Studiengänge – FüBA, 3. Fach LG, MEd LG, MEd LbS
Further Information – EMAIL rainer.schulze@engsem.

Phonetics and Phonology

Vorlesung, SWS: 2
Altendorf, Ulrike

Di  wöchentl. 16:00 - 18:00 22.10.2013 - 01.02.2014 1208 - A001
Kommentar This course will introduce students to the study of both segmental and supra-segmental
features of the major reference accents of English, RP and General American. If
appropriate, the theoretical angle will be contrastive, focussing on differences between
German and English. Students will also develop skills in perceiving, articulating and
transcribing vowel and consonant sounds using IPA symbols.

Prerequisites – LingF1, LingF2
Studiengänge – FüBA, 3. Fach LG, MEd LG, MEd LbS
Further Information – EMAIL ulrike.altendorf@engsem.

This course is a sequel to Introduction to Linguistics I and will cover areas such as
semantics and pragmatics, sociolinguistics, varieties of English, historical linguistics, first
and second language acquisition, etc. Since many of the topics in the second part of the
introduction require sound linguistic knowledge, it is absolutely vital that students have
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Reader – copy shop Stork (Körnerstraße) from 1 April
Prerequisites – LingF1
Studiengänge – FüBA, MEd LbS, 3. Fach LG
Further Information – rainer.schulze@engsem.

Bemerkung LingF2

Intermediate Linguistics

LingF3

English Sentences

Vorlesung, SWS: 2
Schulze, Rainer

Di  wöchentl. 16:00 - 18:00 22.10.2013 - 01.02.2014 1502 - 003
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Required Reading

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Prerequisites – LingF1-LingF2
Studiengänge – FüBA, 3. Fach LG, MEd LG, MEd LbS,
Further Information – EMAIL rainer.schulze@engsem.

Bemerkung LingF3

Phonetics and Phonology

Vorlesung, SWS: 2
Altendorf, Ulrike

Di  wöchentl. 16:00 - 18:00 22.10.2013 - 01.02.2014 1208 - A001
Kommentar This course will introduce students to the study of both segmental and supra-segmental
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German and English. Students will also develop skills in perceiving, articulating and
transcribing vowel and consonant sounds using IPA symbols.

Prerequisites – LingF1, LingF2
Studiengänge – FüBA, 3. Fach LG, MEd LG, MEd LbS
Further Information – EMAIL ulrike.altendorf@engsem.

Bemerkung LingF3

LingF4

Winter 2013/14
### History of the English Language

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

**Do wöchentl. 16:00 - 18:00 17.10.2013 - 01.02.2014 1502 - 703**

**Kommentar**

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

As part of their Prüfungsleitung, students are required to give a 15-minute presentation and write a term paper of 2,000 word length on the same topic. Regular attendance and active participation are also a requirement for this course! The syllabus, course readings and assignments, and general organizational issues will be discussed in the first session.

**Recommended Reading**


● Size restriction – 25  
● Prerequisites – LingF1, LingF2  
● Studiengänge – FüBA, BSc TE, 3. Fach MEd LG  
● Further Information – meike.pfaff@engsem.

### Bemerkung

LingF4

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### Introduction to Cognitive Linguistics

**Seminar, SWS: 2, Max. Teilnehmer: 35**  
**Shahrokny-Prehn, Arian**

**Mo wöchentl. 14:00 - 16:00 14.10.2013 - 01.02.2014 1502 - 615**  
**Mo Einzel 14:00 - 16:00 27.01.2014 - 27.01.2014 1502 - 809**

**Kommentar**

Cognitive Linguistics is a school of thought – rather than a single theory – that emerged from a dissatisfaction with primarily formal approaches to language description. It combines a number of individual strands of theory that all share the basic caveat that language is a part of our cognitive abilities and therefore follows certain general cognitive principles. Over the course of the semester we will learn more about the different theories within the cognitive enterprise and deal with topics such as Prototype Theory, conceptual metaphors and metonymies, frames, blends, etc.

An electronic reader will be made available via StudIP.

● Size restriction – 35  
● Prerequisites – LingF1, LingF2  
● Studiengänge – FüBA, BSc TE, 3. Fach MEd LG  
● Further Information – arian.shahrokny@engsem

**Bemerkung**

LingF4
Phraseology

Seminar, SWS: 2, Max. Teilnehmer: 20
Gerckens (M. A.), Caroline

Mi wöchentl. 08:00 - 10:00 16.10.2013 - 01.02.2014 1502 - 615
Mi Einzel 08:00 - 10:00 23.10.2013 - 23.10.2013 1502 - 809
Mi Einzel 08:00 - 10:00 20.11.2013 - 20.11.2013 1502 - 809
Mi Einzel 08:00 - 10:00 27.11.2013 - 27.11.2013 1502 - 809

Kommentar

Barking up the wrong tree, heavy rain, to make a claim or to drop out: what do these examples have in common? They are all considered to be multi-word units and therefore of phraseological nature. According to Cowie (1994: 3168), phraseology is "the study of the structure, meaning and use of word combinations". These word combinations can come in different shapes and forms. The field of phraseology is characterised by a great variation in terminology and definitions.

During this seminar, we will look at the different approaches to phraseology and try to "disentangle the phraseological web" (Granger & Paquot, 2008: 27). There will be some sessions devoted to phraseological corpus linguistic research. Because phraseology also plays an important part in foreign language teaching, we will spend some time on pedagogical implications of phraseological research.

Reader – copy shop Stork (Körnerstraße) from 1 October
Size restriction – 20
Prerequisites – LingF1, LingF2
Studiengänge – FüBA, BSc TE, 3. Fach MEd LG
Further Information – caroline.gerckens@engsem.

Advanced Linguistics

LingA1

English Morphology and Word Formation

Seminar, SWS: 2, Max. Teilnehmer: 30
Schulze, Rainer

Di wöchentl. 10:00 - 12:00 15.10.2013 - 01.02.2014 1502 - 703

Kommentar

This seminar will advance state-of-the-art knowledge in this field in a number of respects: It will take the participants through the basic notions in English morphology and word-formation and discuss problematic areas and definitorial questions. The different issues, including the morphological building blocks of English, inflectional morphology, the origin, development and establishment of complex lexemes, productivity, compounding, prefixation, suffixation, conversion, polymorphic complex lexemes and non-morphemic word-formation processes, will be approached systematically from three different angles focusing on structural, cognitive and sociopragmatic aspects of the field. In this way, new perspectives will be opened particularly on the development and establishment of ‘new’ complex words, on the cognitive functions of word-formation patterns and on the field of conversion. Students and participants alike will be able to use this class not only as a scholarly enrichment of their knowledge and academic skills, but also for preparing exams, term papers and final theses (‘Abschlussarbeiten’ and/or ‘Prüfungsleistungen’).

Required Reading


Please check StudIP for updates and additional information as the semester approaches.

Size restriction – 30
Prerequisites – LingF1-LingF4
Studiengänge – FüBA, MEd LbS, FAL, MEd LG, 3. Fach LG
Further Information – EMAIL rainer.schulze@engsem.
Bemerkung LingA1, FAL1.1

**LingA2**

**Learner Corpus Research**

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

**Mi** wöchentl. 18:00 - 20:00 16.10.2013 - 01.02.2014 1502 - 809

**Kommentar**

This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of LCR and the interaction between LCR and other disciplines, including Second Language Acquisition and Cognitive Linguistics. Seminar papers will be mostly empirical.


Bemerkung LingA2, FAL2, FAL7

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

Seminar, SWS: 2
Altendorf, Ulrike | Lotze, Netaya

**Di** wöchentl. 14:00 - 16:00 22.10.2013 - 01.02.2014 1502 - 503
**Di** Einzel 18:00 - 20:00 19.11.2013 - 19.11.2013 1502 - 116
**Di** Einzel 18:00 - 20:00 10.12.2013 - 10.12.2013 1502 - 116
**Di** Einzel 18:00 - 20:00 14.01.2014 - 14.01.2014 1502 - 116

**Kommentar**


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


Am Vortragstag besuchen wir gemeinsam abends den Vortrag und das Seminar fällt aus.

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

Bemerkung Teilnehmerzahl: 25, Anmeldung über Stud.IP.

**Projects in Linguistics**

Seminar, SWS: 2, Max. Teilnehmer: 30
Schulze, Rainer

**Mo** wöchentl. 10:00 - 12:00 14.10.2013 - 01.02.2014 1502 - 703

**Kommentar**

This seminar is assumed to be an essential guide for all those who intend to embark on a research project or research-type project work ('Abschlussarbeit' and/or 'Prüfungsleistung') in English linguistics.
The seminar will be arranged in two parts. Part I will be divided into classes covering some of the major sub-disciplines most commonly chosen by students for their projects. Within each of the classes, there will be a brief review of introductory texts, a list of major journals and a brief account of the major research areas. There will also be countless suggestions for projects. These will be specifically aimed at the needs of the students who are required to engage with data of some kind, but who are also expected to make an original contribution to the field of their choice. Part II will contain sections on methodology that provide techniques and guidance on how to set up and run research. This part will be supplemented by tools that offer guidance in practical procedures and specific information that is often needed but not always easy to find. The final part of this seminar will discuss ways of presenting one's project in the required format, whether oral or written, including guidance on referencing and on how to avoid plagiarism. Areas of study will include: structure and meaning, style in spoken and written texts, language and gender, accents and dialects of English, history of English, and computer-mediated communication.

**Required Reading**


Please check StudIP for updates and additional information as the semester approaches.

**Registration** – StudIP 1.9.2013 - 30.9.2013 ● **Size restriction** – 30 ● **Prerequisites** – LingF1-LingF4 ● **Studiengänge** – FüBA, MEd LbS, FAL, MEd LG, 3. Fach LG ● **Further Information** – EMAIL rainer.schulze@engsem.~

**Bemerkung**

LingA2 / FAL2.2

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**Foundations Literature and Culture**

**AcadF**

**Introduction to Academic Writing and Research**

Seminar, SWS: 1
Gohrisch, Jana

Di wöchentl. 18:00 - 19:00 22.10.2013 - 01.02.2014 1502 - 103

**Kommentar**

The course will teach students the skills required for academic study. It will make students reflect on their choice of English as a subject and outline what will be expected of them in the course of their studies. It will explain the set-up of the degree schemes in English Studies. It will familiarise students with the services (e.g. libraries), tools and media (e.g. dictionaries, anthologies, data bases) that support successful study and research in their subject. It will also teach them to develop arguments and theses. A further aspect of the course is learning to read scholarly essays and books profitably and critically. Finally, basic academic conventions for footnotes and references will be practiced.

Language in class – English/German ● **Assessment Tasks** – regular attendance, active participation in class, several small tests for **Studienleistung** ● **Registration** – via Doodle in Week 1 (NOT via StudIP!) ● **Prerequisites** – None ● **Studiengänge** – FüBA, BSc TE, LG 3. Fach ● **Further information** – jana.gohrisch@engsem~

**Bemerkung**

AcadF

**Literatur**

*Recommended Reading:*


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**Introduction to Academic Writing and Research**

Winter 2013/14 7
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and critically. Finally, basic academic conventions for footnotes and references will be
practised.

Language in class – English/German ● Assessment Tasks – regular attendance, active
participation in class, several small tests for Studienleistung ● Registration Doodle
01.09.13-16.10.13 (NOT via StudIP!) ● Prerequisites – None ● Studiengänge –
FüBA, BSc TE, LG 3. Fach ● Further information – rainer.emig@engsem~

Bemerkung

Literatur

Recommended Reading:

Richard Humphrey, Ansgar Nünning and Simon Cooke. Essential Study Skills for
Bachelor/Master in English and American Studies. Uni-Wissen Anglistik/Amerikanistik.

Introduction to Academic Writing and Research

Seminar, SWS: 1
Emig, Rainer

Do wöchentl. 10:00 - 11:00 24.10.2013 - 01.02.2014 1502 - 703

Kommentar

The course will teach students the skills required for academic study. It will make
students reflect on their choice of English as a subject and outline what will be expected
of them in the course of their studies. It will explain the set-up of the degree schemes
in English Studies. It will familiarise students with the services (e.g. libraries), tools and
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and critically. Finally, basic academic conventions for footnotes and references will be
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Language in class – English/German ● Assessment Tasks – regular attendance, active
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01.09.13-16.10.13 (NOT via StudIP!) ● Prerequisites – None ● Studiengänge –
FüBA, BSc TE, LG 3. Fach ● Further information – rainer.emig@engsem~

Bemerkung

Literatur

Recommended Reading:

Richard Humphrey, Ansgar Nünning and Simon Cooke. Essential Study Skills for
Bachelor/Master in English and American Studies. Uni-Wissen Anglistik/Amerikanistik.

AmerBritF1

Introduction to Literary Studies

Seminar, SWS: 2
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 21.10.2013 - 01.02.2014 1502 - 609

Kommentar

This course is designed as a general introduction to Literary Studies and aims to
familiarize students with the fundamentals necessary for the study of English and
American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills of description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods.

**Required Reading**

Please refer to the course page on StudIP.

*Reader* – download on StudIP  ●  *Assessment Tasks* – will be specified  ●  *Registration* – Doodle 01.09.13-16.10.13 (NOT via StudIP)!  ●  *Prerequisites* – none  ●  *Studiengänge* – FüBA, BSc, 3. Fach LG  ●  *Further Information* – ruth.mayer@engsem.~

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**Introduction to Literary Studies**

Seminar, SWS: 2, Max. Teilnehmer: 35
Marquardt (Staatsexamen), Johanna

Di  wöchentl. 10:00 - 12:00 15.10.2013 - 01.02.2014  1502 - 609

**Kommentar**

This course is designed as a general introduction to Literary Studies and aims to familiarise students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills of description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods.

*Reader* – copy shop Stork (Körnerstraße) from 14 October  ●  *Assessment Task* – will be specified in class  ●  *Registration* – via Doodle in Week 1 (NOT via StudIP)!  ●  *Size restriction* – 35  ●  *Prerequisites* – none  ●  *Studiengänge* – FüBA, BSc TE, LG 3. Fach  ●  *Further Information* – johanna.marquardt@engsem.~

**Bemerkung**

AmerBritF1

**Literatur**


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**Introduction to Literary Studies**

Seminar, SWS: 2
Grünkemeier, Ellen

Do  wöchentl. 08:00 - 10:00 24.10.2013 - 01.02.2014  1502 - 703

**Kommentar**

This course is designed as a general introduction to Literary Studies and aims to familiarise students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative texts from a variety of genres and periods.

*Reader* – copy shop Stork (Körnerstraße) from 14 October  ●  *Assessment Tasks* – will be specified in class  ●  *Registration* – via Doodle in Week 1 (NOT via StudIP)!  ●  *Prerequisites* – none  ●  *Studiengänge* – FüBA, BSc TE, LG 3. Fach  ●  *Further Information* – ellen.gruenkemeier@engsem.~

**Bemerkung**

AmerBritF1

**Literatur**

This course is designed as a general introduction to Literary Studies and aims to familiarise students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative texts from a variety of genres and periods.

Language in class – English
Assessment Tasks – regular attendance, active participation in class, mid-term bibliography exercise, and final exam
Registration – Doodle 01.09.13- 16.10.13 (NOT via StudIP)
Prerequisites – None
Studiengänge – FoBA, BSc TE, LG 3. Fach
Further information – rainer.emig@engsem~


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This course is designed as a general introduction to Literary Studies and aims to familiarise students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills of description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods.

Reader – copy shop Stork (Körnerstraße) from 14 Oct
Assessment Task – will be specified in class
Registration – via Doodle in Week 1 (NOT via StudIP)
Size restriction – 35
Prerequisites – none
Studiengänge – FoBA, BSc TE, LG 3. Fach
Further Information – jana.gohrisch@engsem~


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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. All the material including power point presentations and handouts will be posted online on StudIP.

Required Reading
Please refer to the course page on StudIP.

Recommended Reading
Survey British Literature and Culture

Survey of British Literatures and Cultures I

Vorlesung, SWS: 2
Emig, Rainer

Fr wöchentl. 12:00 - 14:00 25.10.2013 - 01.02.2014 1208 - A001

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; to frame cultural and literary history in the concepts that are relevant for Cultural Studies.

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

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

Language in class – English ● Assessment Tasks – mid-term test for Studienleistung, final 60-minute exam after lecture 2 in the summer term for Prüfungsleistung ● Registration – StudIP 1.9.2013-30.9.2013 ● Prerequisites – None ● Studiengänge – FüBA, BSc TE, LG 3. Fach, MEd LBS ● Further information – rainer.emig@engsem~

Bemerkung

Literatur

Recommended Reading:

Intermediate Literature and Culture

AmerBritF3
Theories and Methods of Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 50
Gohrisch, Jana

Mi wöchentl. 10:00 - 12:00 16.10.2013 - 01.02.2014 1502 - 703

Kommentar
ACHTUNG: Im WS 2013/14 ist dieser Kurs denjenigen Studierenden vorbehalten, die die Veranstaltung benötigen, um ihr Studium abzuschließen, d. h. der Kurs ist für Studierende im Abschluss-Semester gedacht!

Auch geöffnet für Student/innen des Masterstudiengangs "Advanced Anglophone Studies"!
Charlotte Brontë’s novel *Jane Eyre* (1847) will serve as the central literary text in this seminar, which introduces students to literary theories and methods and illustrates them by applying them to Brontë’s text. We will cover all the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Queer Theory, Postcolonial Theory as well as New Historicism and Cultural Materialism.

In preparation for class you will be required to familiarize yourselves with the key ideas of these respective approaches and read selected theoretical texts by some of their main representatives. In class, we will then discuss and systematize these ideas and apply them to *Jane Eyre* in order to demonstrate the practical value of these theories and practice their terminologies.

Please buy the Norton Critical Edition of *Jane Eyre* (ed. by Richard Dunn) and read the novel prior to class. A reader with the theoretical texts covered in the seminar will be available from Copyshop Stork (Körnerstraße 3) from the beginning of April.

*Reader –* copy shop Stork (Körnerstraße) from 7 October ● *Assessment Tasks –* will be specified in class ● *Registration –* StudIP 1.9.2013 - 30.9.2013 ● *Size restriction –* 50 ● *Prerequisites –* completed Foundations Literature and Culture Module (for FüBA students), none for others ● *Studiengänge –* FüBA, Med, MA AAS ● *Further Information –* jana.gohrisch@engsem.

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**AmerF4 oder BritF4**

**Asian American Literature**

Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth

Mi wochentl. 10:00 - 12:00 16.10.2013 - 01.02.2014 1502 - 609

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

*Required Reading*

Please refer to the course page on StudIP.

*Reader –* download on StudIP ● *Assessment Tasks –* will be specified ● *Registration –* StudIP 1.9.2013 - 30.9.2013 ● *Size restriction –* 25 ● *Prerequisites –* Studienleistung(en) of AmerBritF1 ● *Studiengänge –* FüBA, MEd LBS, MEd LG, 3. Fach LG ● *Further Information –* ruth.mayer@engsem.

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**Introduction to Film and Media Studies**

Seminar, SWS: 2, Max. Teilnehmer: 25
Denson, Shane
This course serves to acquaint students with the basic concepts, methods, and theories that frame academic inquiry in the fields of film and media studies. As the title indicates, film will occupy a central position in the course, much as cinema was the dominant medium for most of the twentieth century. In accordance with the broad changes in the media landscape of the late twentieth and early twenty-first centuries, we will later expand our view to include television and new media, but only after securing a firm foundation in the formal and cultural analysis of motion pictures. Central topics include mise-en-scène, cinematography and framing, editing, sound, narrative, and genre, as well as a survey of critical perspectives on film. In addition to preparing weekly readings, students will be required to view a variety of films prior to each class meeting.

Required Reading

Timothy Corrigan and Patricia White, *The Film Experience: An Introduction*. Third Edition (!) (Boston: Bedford/St. Martin’s, 2012). Please read the Introduction and Chapter 1 (pages 2-59) prior to the first class meeting!

Additional readings will be made available via Stud.IP.

Recommended Reading


*Reader –* additional readings on Stud.IP ● *Assessment Tasks –* will be specified ●


*Further Information –* shane.denson@engsem.~

AmerF4 / BritF4

Literature and Literary Journalism of the 1930s

Seminar, SWS: 2, Max. Teilnehmer: 25
Grünkemeier, Ellen

Do wöchentl. 10:00 - 12:00 17.10.2013 - 01.02.2014 1502 - 615
Bemerkung zur Kurs ist voll!
Gruppe

In this seminar we will read and analyse (non-)fictional texts that explore the economic depression of the 1930s. In their accounts of the ‘great industrial wastelands’ in the North of England, writers address mass unemployment, poverty, malnutrition and people’s ways of dealing with the pressing financial, social and political concerns of the day. We will begin with Walter Greenwood’s realist novel *Love on the Dole* (1933) which explores the hardships of the working-class Hardcastle family. We will move on to George Orwell’s *The Road to Wigan Pier* (1937), a milestone in modern literary journalism, in which Orwell depicts the living conditions of unemployed miners. Finally, we will turn to Winifred Holtby’s novel *South Riding* (1936), a portrait of a fictional Yorkshire community in the long aftermath of the First World War. We will engage in close readings of these texts in terms of genre, narration, focalisation, plot lines, character construction and constellation. We will also locate the texts in their cultural, political and historical contexts, with special emphasis on issues such as gender, class and power as well as the living conditions in the industrial North.

*Assessment Tasks –* will be specified in class ● *Registration –* StudIP 1.9.2013 - 30.9.2013 ● *Size restriction –* 25 ● *Prerequisites –* AmerBritF1 ● *Studiengänge –* FüBA, BSc TE, LG 3. Fach ● *Further Information –* ellen.gruenkemeier@engsem.~

BritF4

Required Reading *(any editions will do):*
New British Documentary Theatre

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

Mo wöchentl. 14:00 - 16:00 14.10.2013 - 01.02.2014 1502 - 613

The seminar will introduce students to one of the more conspicuous trends in recent British theatre: the rise of the documentary play, i.e. plays whose dialogues are strictly based on recorded material (e.g. documents, interviews). We will engage with representative examples of this trend, combining structural analysis with historical contextualisation and, most importantly, a discussion of the moral, ethical and political implications of the forms and methods used by the documentary dramatists. The example texts that we will read in the seminar represent the two most prominent types of recent British documentary theatre, the so-called verbatim and tribunal plays.

Assessment Tasks – will be specified in class
Size restriction – 30
Prerequisites – AmerBritF1
Studiengänge – FüBA, BSc TE, MEd LG, LG 3. Fach
Further Information – lucia.kraemer@engsem.

Bemerkung
BritF4

Required Reading

Please purchase the following books:

Recommended Reading


The Sonnet in English

Seminar, SWS: 2
Bennett, Peter

Di wöchentl. 14:00 - 16:00 15.10.2013 - 01.02.2014 1502 - 615

Originating in Italy in the 13th century and defined by its (more or less) fixed, fourteen-line form, the sonnet came into the English language in the early 16th century. It flourished in England between 1580 and 1610, after which, with just a few exceptions, the form was neglected until the Romantic period. Sonnet-writing thereafter continued into the Victorian era and into, through and beyond the 20th century. Over those four and a half centuries, the theme of the sonnet in English has shifted well beyond the original, male-voiced profession of love to a woman. As well as direct retorts to that stereotype address, the sonnet has been opened up to embrace numerous other themes.

We shall study a selection of sonnets from across the centuries and from different quarters of the English-speaking world. In doing so, we shall try to identify, contextualize and understand the various developments and deviations from earliest sonnet conventions.

Assessment Tasks – SL: presentation; PL: term paper
Size restriction – none
Prerequisites – AmerBritF1
Advanced Literature and Culture

Seminar, SWS: 2

Emig, Rainer

| Mi | Einzel | 16:00 - 18:00 | 30.10.2013 - 30.10.2013 | 1208 - A001 |
| Mi | Einzel | 16:00 - 18:00 | 20.11.2013 - 20.11.2013 | 1208 - A001 |
| Mi | Einzel | 16:00 - 18:00 | 27.11.2013 - 27.11.2013 | 1208 - A001 |
| Mi | Einzel | 16:00 - 18:00 | 04.12.2013 - 04.12.2013 | 1208 - A001 |
| Mi | Einzel | 16:00 - 18:00 | 11.12.2013 - 11.12.2013 | 1208 - A001 |
| Mi | Einzel | 16:00 - 18:00 | 08.01.2014 - 08.01.2014 | 1208 - A001 |
| Mi | Einzel | 16:00 - 18:00 | 15.01.2014 - 15.01.2014 | 1208 - A001 |

Kommentar


Daher hat sich an der Philosophischen Fakultät der Leibniz Universität ein interdisziplinärer Forschungsverbund gebildet, der sich mit den Ideologien beschäftigt, die Bildungsmodellen und -vorstellungen zugrunde liegen und aus denen heraus wiederum Wirklichkeits- und Arbeitsmodelle, Methoden und Theorien abgeleitet werden. Diese Wirklichkeitsmodelle umfassen Ideale und Utopien genauso wie dystopische Angstvisionen, Parodien und Horrorszenarien.

Die Ringvorlesung stellt Ideen und Positionen der beteiligten Wissenschaftler(innen) aus Disziplinen wie Berufspädagogik und Erwachsenenbildung, Sprach-, Literatur-, Kultur- und Kunstwissenschaft, Fachdidaktik und anderen vor und zur Diskussion.

Language in class – German ● Assessment Tasks – Regelmäßige Anwesenheit und Zusammenfassung einer Vorlesungssitzung als Studienleistung. ACHTUNG! In dieser Veranstaltung kann KEINE PRÜFUNGSLISTUNG erworben werden! ● Registration – none ● Size Restriction – none ● Prerequisites – None ● Studiengänge – FüBA, LG 3. Fach, MED LG ● Further information – rainer.emig@engsem~

Bemerkung

BritA

Digital Movies, Chaos Cinema, Post-Cinematic Affect: Thinking 21st-Century Motion Pictures

Seminar, SWS: 2, Max. Teilnehmer: 25

Denson, Shane

| Fr wöchentl. | 10:00 - 12:00 | 18.10.2013 - 01.02.2014 | 1502 - 613 |

Bemerkung zu Gruppe

Filmvorführungen

| Fr wöchentl. | 12:00 - 14:00 | 18.10.2013 - 01.02.2014 | 1502 - 609 |

Bemerkung zu Gruppe

Filmvorführungen

| Fr wöchentl. | 14:00 - 16:00 | 18.10.2013 - 01.02.2014 | 1502 - 613 |
In this seminar, we will try to come to terms with twenty-first century motion pictures by thinking through a variety of concepts and theoretical approaches designed to explain their relations and differences from the cinema of the previous century. We will consider the impact of digital technologies on film, think about the cultural contexts and aesthetic practices of contemporary motion pictures, and try to understand the experiential dimensions of spectatorship in today’s altered viewing conditions. In addition to preparing weekly readings, students will be expected to view a variety of films prior to each class meeting.

Required Reading

Additional readings will be made available via Stud.IP.

Recommended Reading


Mission und Missionierung in den Amerikas. Geschichte und Imagination

Seminar, SWS: 2
Hatzky, Christine | Mayer, Ruth

Di wöchentl. 12:00 - 14:00 15.10.2013 - 01.02.2014 1502 - 609


Bemerkung
AmerA / AAS2, AAS3

Literatur

Modern Romance from Catherine Cookson to Rosamunde Pilcher

Seminar, SWS: 2, Max. Teilnehmer: 30
Emig, Rainer

Do wöchentl. 14:00 - 16:00 17.10.2013 - 01.02.2014 1502 - 703

Although Romance dates back to the Middle Ages and used to possess considerable cultural status, with the advent of the novel in the eighteenth century it was downgraded to an escapist form often associated with a naïve female readership. These prejudices
still hold true for many examples of modern romances whose mass appeal does not endear them to literary and cultural scholars. The seminar will engage in an even-handed fashion with three prominent examples of modern romance writers. Their works will be used to analyse dominant patterns (and clichés) of the genre, but also its possible contributions to debates on gender, class, region, and even politics. The course will also look at film and TV versions of the texts studied. Students are asked to have read Snow in April before the first session.

Language in class – English
● Assessment Tasks – Presentation of c. 15 minutes or critical summary of a secondary text for Studienleistung; essay of approx. 5,000 words for Prüfungsleistung
● Size Restriction – 30
● Prerequisites – AmerF4/BritF4 (for FüBA and MEd students), none for others
● Studiengänge – FüBA, LG 3. Fach, MAAS, MEd LG
● Further information – rainer.emig@engsem.

Required Reading:

Recommended Reading:

The American Revolution: The British Perspective

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

Mo 14-täglich 10:00 - 12:00 14.10.2013 - 01.02.2014 1502 - 613
Sa 16.11.2013 - 16.11.2013
Sa 18.01.2014 - 18.01.2014
Kommentar
This seminar will examine the representation of a key moment in the history of British colonialism: the American Revolution (or American War of Independence), which led to the break of thirteen North American colonies from the British Empire and their formation of the United States of America. This was of course a pivotal moment in the history of both the US and Great Britain, and has been interpreted and represented quite differently in both countries.

We will analyse how these events were and have been approached and interpreted in Britain. However, an exclusively British perspective would inevitably lead to a problematically one-sided view. We will therefore exchange our results with a group of students from the TU Braunschweig, who will be working on the North American perspective of the historical events and their representation. In order to combine our findings, the groups from Hannover and Braunschweig will convene for extended sessions on two Saturdays during the semester (16 November and 18 January). One of these meetings will take place in Hannover, the other one in Braunschweig (you can use your Semesterticket to get there). Because of these two extended sessions, the rest of the seminar will be held in bi-weekly sessions.

Assessment Tasks – will be specified in class
● Size restriction – 25
● Prerequisites – AmerF4/BritF4 (for FBA and MEd students), none for others
● Studiengänge – FüBA., MAAS, MEd LG, LG 3. Fach
● Further Information – lucia.kraemer@engsem.
**The Holocaust and American Culture**

**Seminar, SWS: 2**
Twelbeck, Kirsten

**Do, wöchentl. 10:00 - 12:00 17.10.2013 - 01.02.2014 1502 - 609**

**Kommentar**
How has the Holocaust changed and shaped American culture? What may at first sound like an odd question makes sense if one considers the post-WWII distrust of the “masses” among American intellectuals, the mid twentieth-century emphasis on civil rights, and the urgent call for human rights standards world-wide. The European catastrophe of genocide has also influenced American Jewish identities profoundly, to the extent that -- as Peter Novick has argued -- the Shoah has come to define how American Jews understand themselves, and are understood by others. This seminar examines how the catastrophe of the Holocaust has been appropriated in American culture since the late nineteen-forties. We will look into the ongoing debate regarding the representation of the Holocaust, and its political and cultural consequences. Starting from the assumption that the horrors of Auschwitz need no artistic amplification, we will investigate a broad spectrum of cultural expressions that have emerged despite this warning, including literature, (documentary and non-documentary) film, graphic novels, and memorial culture. Our discussion will involve a constant process of self-reflection as well: the fact that most of us are German, non-Jewish, and born after the Holocaust, may influence how we perceive of the way the Holocaust is discussed and represented in American culture.

*Required Reading*
Please refer to the course page on StudIP.

*Recommended Reading*


Did you mean to mention Peter Novick's book *The Holocaust in American Life*? Please verify.

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**The Plays of Samuel Beckett**

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

**Fr, wöchentl. 12:00 - 14:00 18.10.2013 - 01.02.2014 1502 - 703**

**Kommentar**
Austere and minimalistic in form and often laced with humour, Beckett's plays dramatize the condition of human existence through bleak, allegorical situations and abstract scenarios. Beckett's work has provided a limitless playground for critics, so much so that it is easy to lose sight of the verbal and visual expressiveness of the plays themselves under the sheer volume of erudite and sometimes posturing commentary. We shall not ignore critical opinion, but bypass it initially in order to attend to the fact that Beckett's plays are pre-texts for performance. We shall therefore take account of all signifying elements: not just the language in its referential form, but also the effects of sound and silence, timing, setting, stage objects, costume, movement, position, light and darkness.

**Warning:** the sessions will not necessarily be conducted in the sitting position.
Assessment Tasks – SL: presentation; PL: term paper
Size restriction – none
Prerequisites – AmerF4/BritF4 (for FüBA and MEd students), none for others
Studiengänge – FüBA, MAAS, MEd LG, LG 3. Fach

Further Information – peter.bennett@engsem.

Bemerkung
Literatur

Students are urged to procure copies of the following pre-texts:

Waiting for Godot (bring your copy to the first meeting).

Endgame

Happy Days

We shall also work on some of the shorter pieces, which will be made available in the seminar.

True Women, New Women: Gender Negotiations in the 19th Century

Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth

Mo wöchentl. 12:00 - 14:00 14.10.2013 - 01.02.2014 1502 - 609

Kommentar

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

Required Reading

Please refer to the course page on StudIP.

Reader – download on StudIP
Assessment Tasks – will be specified
Size restriction – 25
Prerequisites – AmerF4/BritF4 (for FüBA and MEd students), none for others
Studiengänge – FüBA, MAAS, MEd LG, 3. Fach LG
Further Information – ruth.mayer@engsem.

Bemerkung

Women in Late 19th-Century Poetry

Seminar, SWS: 2, Max. Teilnehmer: 25
Funk, Wolfgang

Di Einzel 18:00 - 20:00 15.10.2013 - 15.10.2013 1502 - 615
Sa Einzel 09:00 - 15:00 30.11.2013 - 30.11.2013 1502 - 615
Sa Einzel 09:00 - 15:00 11.01.2014 - 11.01.2014 1502 - 615
Mi Einzel 09:00 - 15:00 05.02.2014 - 05.02.2014 1502 - 703
Do Einzel 09:00 - 15:00 06.02.2014 - 06.02.2014 1502 - 703

Kommentar

In this course, we will look at a variety of poems by female writers from the later part of the 19th century, such as Constance Naden, Mathilde Blind, May Kendall and others. We will investigate how these poets employ scientific, socio-political and intellectual discourses of their time in order to question prevalent gender constellations and to contribute to the struggle for women's rights. We will start by exploring the cultural background against which these texts have to be read. Particular emphasis will be placed on the emerging theories of evolution and their reverberations for human self-understanding. In a second step, we will then examine the aesthetic echoes of these theories by way of close readings of selected poems.

Reader – will be available from copy shop Stork from 15 October
Assessment Tasks – will be specified at the first meeting
Size restriction – 25
Prerequisites – AmerF4/BritF4 (for FüBA and MEd students),
Focus Module

History of the English Language

Seminar, SWS: 2, Max. Teilnehmer: 25
Pfaff, Meike

Do wöchentl. 16:00 - 18:00 17.10.2013 - 01.02.2014 1502 - 703

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

As part of their Prüfungsleitung, students are required to give a 15-minute presentation and write a term paper of 2,000 word length on the same topic. Regular attendance and active participation are also a requirement for this course! The syllabus, course readings and assignments, and general organizational issues will be discussed in the first session.

Recommended Reading


Bemerkung

LingF4

Introduction to Cognitive Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Shahrokny-Prehn, Arian

Mo wöchentl. 14:00 - 16:00 14.10.2013 - 01.02.2014 1502 - 615
Cognitive Linguistics is a school of thought – rather than a single theory – that emerged from a dissatisfaction with primarily formal approaches to language description. It combines a number of individual strands of theory that all share the basic caveat that language is a part of our cognitive abilities and therefore follows certain general cognitive principles. Over the course of the semester we will learn more about the different theories within the cognitive enterprise and deal with topics such as Prototype Theory, conceptual metaphors and metonymies, frames, blends, etc.

An electronic reader will be made available via StudIP.

**Registration**
- **Size restriction** - 35
- **Prerequisites** - LingF1, LingF2
- **Studiengänge** - FüBA, BSc TE, 3. Fach MEd LG
- Further Information - arian.shahrokny@engsem.

**Literature and Literary Journalism of the 1930s**

In this seminar we will read and analyse (non-)fictional texts that explore the economic depression of the 1930s. In their accounts of the ‘great industrial wastelands’ in the North of England, writers address mass unemployment, poverty, malnutrition and people’s ways of dealing with the pressing financial, social and political concerns of the day. We will begin with Walter Greenwood’s realist novel *Love on the Dole* (1933) which explores the hardships of the working-class Hardcastle family. We will move on to George Orwell’s *The Road to Wigan Pier* (1937), a milestone in modern literary journalism, in which Orwell depicts the living conditions of unemployed miners. Finally, we will turn to Winifred Holtby’s novel *South Riding* (1936), a portrait of a fictional Yorkshire community in the long aftermath of the First World War. We will engage in close readings of these texts in terms of genre, narration, focalisation, plot lines, character construction and constellation. We will also locate the texts in their cultural, political and historical contexts, with special emphasis on issues such as gender, class and power as well as the living conditions in the industrial North.

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

**Required Reading** (any editions will do):
- Orwell, George. *The Road to Wigan Pier* (1937)

**New British Documentary Theatre**

The seminar will introduce students to one of the more conspicuous trends in recent British theatre: the rise of the documentary play, i.e. plays whose dialogues are strictly based on recorded material (e.g. documents, interviews). We will engage with representative examples of this trend, combining structural analysis with historical contextualisation and, most importantly, a discussion of the moral, ethical and political implications of the forms and methods used by the documentary dramatists. The example
texts that we will read in the seminar represent the two most prominent types of recent British documentary theatre, the so-called verbatim and tribunal plays.

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


**Size restriction** – 30

**Prerequisites** – AmerBritF1, Studiengänge – FüBA, BSc TE, MEd LG, LG 3. Fach

**Further Information** – lucia.kraemer@engsem.

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### Required Reading

Please purchase the following books:


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### Recommended Reading


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### Phraseology

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

Gerckens (M. A.), Caroline

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**Mi wöchentl.** 08:00 - 10:00 16.10.2013 - 01.02.2014 1502 - 615

**Mi Einzel** 08:00 - 10:00 23.10.2013 - 23.10.2013 1502 - 809

**Mi Einzel** 08:00 - 10:00 20.11.2013 - 20.11.2013 1502 - 809

**Mi Einzel** 08:00 - 10:00 27.11.2013 - 27.11.2013 1502 - 809

**Kommentar**

*Barking up the wrong tree*, *heavy rain*, *to make a claim* or *to drop out*: what do these examples have in common? They are all considered to be multi-word units and therefore of phraseological nature. According to Cowie (1994: 3168), phraseology is "the study of the structure, meaning and use of word combinations". These word combinations can come in different shapes and forms. The field of phraseology is characterised by a great variation in terminology and definitions.

During this seminar, we will look at the different approaches to phraseology and try to "disentangle the phraseological web" (Granger & Paquot, 2008: 27). There will be some sessions devoted to phraseological corpus linguistic research. Because phraseology also plays an important part in foreign language teaching, we will spend some time on pedagogical implications of phraseological research.

*Reader* – copy shop Stork (Körnerstraße) from 1 October


**Size restriction** – 20

**Prerequisites** – LingF1, LingF2

**Studiengänge** – FüBA, BSc TE, 3. Fach MEd LG

**Further Information** – caroline.gerckens@engsem.

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### The Sonnet in English

**Seminar, SWS: 2**

Bennett, Peter

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**Di wöchentl.** 14:00 - 16:00 15.10.2013 - 01.02.2014 1502 - 615

**Kommentar**

Originating in Italy in the 13th century and defined by its (more or less) fixed, fourteen-line form, the sonnet came into the English language in the early 16th century. It flourished in England between 1580 and 1610, after which, with just a few exceptions, the form was neglected until the Romantic period. Sonnet-writing thereafter continued into the Victorian era and into, through and beyond the 20th century. Over those four and a half centuries, the theme of the sonnet in English has shifted well beyond the original, male-
voiced profession of love to a woman. As well as direct retorts to that stereotype address, the sonnet has been opened up to embrace numerous other themes.

We shall study a selection of sonnets from across the centuries and from different quarters of the English-speaking world. In doing so, we shall try to identify, contextualize and understand the various developments and deviations from earliest sonnet conventions.


Required Reading


Foundations Language Practice

SP1

Vocabulary and Pronunciation

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Gans (M. A.), Anne

Mo wöchentl. 12:00 - 14:00 21.10.2013 - 01.02.2014 1502 - 703 01. Gruppe
Mo wöchentl. 14:00 - 16:00 21.10.2013 - 01.02.2014 1502 - 703 02. Gruppe
Di wöchentl. 12:00 - 14:00 22.10.2013 - 01.02.2014 1502 - 703 03. Gruppe
Di wöchentl. 14:00 - 16:00 22.10.2013 - 01.02.2014 1502 - 609 04. Gruppe
Do wöchentl. 12:00 - 14:00 24.10.2013 - 01.02.2014 1502 - 703 05. Gruppe
Do wöchentl. 14:00 - 16:00 24.10.2013 - 01.02.2014 1502 - 615 06. Gruppe
Mo Einzel 10:00 - 12:00 17.02.2014 - 17.02.2014 1502 - 703

Kommentar

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


SP2

Advanced Language Practice

SP3

Text Analysis and Production

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Gans (M. A.), Anne

Mi wöchentl. 12:00 - 14:00 16.10.2013 - 01.02.2014 1502 - 703

Kommentar

This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach of text analysis.
Assessment Tasks – exam, regular completion of homework, regular participation
Size restriction – 25
Prerequisites – SPAWR + SPCS
Studienfächer – FüBA, BSc TE
Further Information – anne.gans@engsem.~

Bemerkung

SP4
Composition

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Gans (M. A.), Anne

Di wöchentl. 10:00 - 12:00 15.10.2013 - 01.02.2014 1502 - 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.

Assessment Tasks – SL: two written tasks, PL: 90-min exam
Size restriction – 25
Prerequisites – SP1 + SP2 (or SPAWR + SPCS)
Studienfächer – FüBA, MEd LBS, LG 3. Fach
Further Information – jacob.jones@engsem.~

Bemerkung

SP4

Foundations Methodology of Teaching English as a Foreign Language

DidF1
Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 40
Vahbrook, Dirk

Mo wöchentl. 16:00 - 18:00 14.10.2013 - 01.02.2014 1502 - 609
Kommentar
This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Reader
Assessment Tasks – regular attendance; one passed quiz, MLP, learning journal
Size restriction – 40
Prerequisites – None
Studienfächer – FüBA, BSc TE, 3. Fach LG
Further Information – carmen.becker@engsem.~ / dirk.vahbrook@engsem~ / dirk.lange@engsem.~ / alexander.woltin@engsem.~

Bemerkung

Literatur

Required Reading
Please see the course page on StudIP.

Introduction to English Language Teaching

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

Di wöchentl. 16:00 - 18:00 15.10.2013 - 01.02.2014 1502 - 703

Winter 2013/14
This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

**Reader ● Assessment Tasks** – regular attendance; one passed quiz, MLP, learning journal ● **Registration** – StudIP 1.9.2013 - 30.9.2013 ● **Size restriction** – 40 ● **Prerequisites** – None ● **Studiengänge** – FüBA, BSc TE, 3. Fach LG ● **Further Information** – carmen.becker@engsem.~ / dirk.vahbrook@engsem~ / dirk.lange@engsem.~ / alexander.woltin@engsem.~

**DidF1**

**Bemerkung**

**Literatur**

**Required Reading**

Please see the course page on StudIP.

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**Introduction to English Language Teaching**

Seminar, SWS: 2, Max. Teilnehmer: 40
Becker, Carmen

Mi wöchentl. 10:00 - 12:00 16.10.2013 - 01.02.2014 1502 - 615

This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

**Reader ● Assessment Tasks** – regular attendance; one passed quiz, MLP, learning journal ● **Registration** – StudIP 1.9.2013 - 30.9.2013 ● **Size restriction** – 40 ● **Prerequisites** – None ● **Studiengänge** – FüBA, BSc TE, 3. Fach LG ● **Further Information** – carmen.becker@engsem.~ / dirk.vahbrook@engsem~ / dirk.lange@engsem.~ / alexander.woltin@engsem.~

**DidF1**

**Bemerkung**

**Literatur**

**Required Reading**

Please see the course page on StudIP.

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**DidF2**

**An Introduction to Content and Language Integrated Learning (CLIL)**

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

Mi wöchentl. 12:00 - 14:00 16.10.2013 - 01.02.2014 1502 - 615

This seminar will provide students with the basic knowledge of Content Language Integrated Learning practiced at German schools. Participants will gain some relevant theoretical background on the application of CLIL. Credits can be obtained by presenting a theoretical CLIL topic and preparing a sequence from a CLIL lesson. Trainee teachers from Hanover’s Studienseminar are also welcome, and the participation of the two groups should provide an opportunity for discussion of theoretical and practical aspects.
Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2013
- 30.9.2013 ● Size restriction – 25 + trainee teachers ● Prerequisites –
DidF1 ● Studiengänge – FüBA, BSc TE, 3. Fach LG ● Further Information –
celia.ball@engsem.

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

European Projects for Lifelong Learning

Seminar, SWS: 2. Max. Teilnehmer: 25
Fallmann, Gabriela

Mi wöchentl. 14:00 - 16:00 16.10.2013 - 01.02.2014 1502 - 615
Kommentar
The seminar will be divided into two phases: We will first deal with intercultural communicative competence as far as theoretical concepts are concerned. We will focus on different definitions and models as well as the difficulty of assessing intercultural communicative competence. We will then take part in a Comenius project at my school, Ratsgymnasium Peine. Nine European partners have agreed on starting a multicultural partnership with the title FOLKLO. The main aim is to become acquainted with each other and to explore traditional local legends and the traditions linked to local festivals. The school students will therefore explore narratives like folktales, traditional songs and proverbs. We will support the school students during their project work (e.g. prepare products for the project blog/ website, communicate with European partners, and prepare a project meeting in Germany in March). We will also analyse the potential of the project for developing intercultural communicative competence.

Reader – copy shop Stork (Körnerstraße) from 1 October ● Assessment Tasks –
25 ● Prerequisites – DidF1 ● Studiengänge – FüBA, BSc TE, 3. Fach LG ● Further Information –
gabriela.fellmann@engsem.

Bemerkung
Literatur
Recommended Reading


You will find general information about Comenius projects on the following website: http://ec.europa.eu/education/comenius/multilateral_en.htm (15/05/2013)

Language Practice Elective

SP E1
British Current Affairs

Bennett, Peter

Do wöchentl. 14:00 - 16:00 17.10.2013 - 01.02.2014 1502 - 609
The topic of this class will serve as a vehicle for improving a variety of English-language skills and combining it with insights into contemporary British culture. Class activities will include reading, writing, translation, mediation, discussion and debate.

**SPE:**
- Assessment Tasks – SLs: to be announced; PL: 90-min exam
- Size restriction – 25
- Prerequisites – SPAWR + SPCS
- Studiengänge – FüBA, BSc TE
- Further Information – peter.bennett@engsem.

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

**Assessment Tasks** – SL: to be announced
- Size restriction – 25
- Prerequisites – none
- Studiengänge – FüBA, BSc TE
- Further Information – peter.bennett@engsem.

# English for Professional Use

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

**Do** wöchentl. 12:00 - 14:00 17.10.2013 - 01.02.2014 1502 - 609

**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.

**SPE:**
- Assessment Tasks – SL: various written and oral tasks; PL: 90-min exam
- Size restriction – 25
- Prerequisites – SPAWR + SPCS
- Studiengänge – FüBA, BSc TE
- Further Information – peter.bennett@engsem.

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

**Assessment Tasks** – SL: various written and oral tasks
- Size restriction – 25
- Prerequisites – none
- Studiengänge – FüBA, BSc TE
- Further Information – peter.bennett@engsem.

# Investigating Language Practice through Children’s Literature

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

**Fr** wöchentl. 10:00 - 12:00 18.10.2013 - 01.02.2014 1502 - 709

**Kommentar**
Using literature written for young children, we shall develop a variety of English-language skills (grammar, vocabulary, reading, listening, speaking and writing).

**SPE**
- Assessment Tasks – SL: to be announced; PL: 90-min exam
- Size restriction – 25
- Prerequisites – SPAWR + SPCS
- Studiengänge – FüBA, BSc TE
- Further Information – peter.bennett@engsem.

**SK**
Using literature written for young children, we shall develop a variety of English-language skills (grammar, vocabulary, reading, listening, speaking and writing).

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

**Assessment Tasks** – SL: to be announced  
**Size restriction** – 25  
**Prerequisites** – SPAWR + SPCS  
**Studiengänge** – FüBA, BSc TE  
**Further Information** – peter.bennett@engsem.

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**SP E2**

**Bachelorarbeit**

**Forschungskolloquium**

Kolloquium, SWS: 2  
Emig, Rainer | Gohrisch, Jana

**Kommentar**

14-täglich 18:00 - 20:00  
Dieses Kolloquium soll Doktorand/innen und Habilitand/innen der Anglistik die Möglichkeit geben, ihre Projekte im kleinen Kreis vorzustellen und zu diskutieren.

Language in class – English/German  
**Registration** – none  
**Size Restriction** – none  
**Studiengänge** – FüBA, LG 3. Fach, MEd LG, MAAS  
**Further information** – rainer.emig@engsem.

**Bemerkung**

14-täglich - Programmaushang erfolgt

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**Kolloquium zum Studienabschluss in der Didaktik**

Kolloquium, SWS: 1  
Becker, Carmen

**Kommentar**

wöchentl. 13:00 - 14:00  
Das Examensseminar ist geeignet für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelor oder Master). Die Arbeiten werden konzeptionell beraten und begleitet.

**Prerequisites** – None  
**Further Information** – carmen.becker@engsem.

**Bemerkung**

Das Kolloquium findet im Dienstzimmer (Geb. 1502, R. 729) statt.

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**Kolloquium zum Studienabschluss in der Linguistik**

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

**Kommentar**

wöchentl. 12:00 - 14:00  
The colloquium is geared to students who are writing or who consider writing their BA or MA thesis in (Learner) Corpus Linguistics or Language Variation or have chosen (Learner) Corpus Linguistics or Language Variation as an oral MA examination topic.

We will review theoretical issues related to both areas and practice hands-on skills in using computer corpora or designing (online) questionnaires. Participants planning to write their BA or MA thesis in (Learner) Corpus Linguistics or Language Variation will be assisted in finding adequate topics, formulating research objectives and creating their own research design. They will be accompanied throughout their writing process and will have to present results and problems in class at least once. Participants preparing for an oral exam in Linguistics will also be assisted in finding an adequate topic and relevant literature. They will have the opportunity of discussing their “Thesenpapier” and of practicing oral exams through a mock exam.

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Winter 2013/14  
28
Kolloquium zum Studienabschluss in der Literatur- und Kulturwissenschaft

Seminar, SWS: 2
Gohrisch, Jana

Di wöchentl. 16:00 - 18:00 15.10.2013 - 01.02.2014 1502 - 709

Kommentar
Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (FüBA, MA Advanced Anglophone Studies, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft 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.


Bemerkung
Interdisziplinär: Atlantic Studies

Literatur

Recommended Reading


Integrated English Practice

*SPTOP*
*SPTOP1*
*SPTOP2*

Contexts of English Language Use

*SPEP*
*SPVE*

Bachelor Technical Education - Fach Englisch

Begrüßungsveranstaltungen der Fachschaft Englisch

Sonstige
Englisches Seminar

Winter 2013/14

Mo ab 10:00 14.10.2013 - 14.10.2013
Di ab 22:00 15.10.2013 - 15.10.2013
Mi ab 19:00 16.10.2013 - 16.10.2013
Do ab 19:00 17.10.2013 - 19.10.2013
Kommentar


2) Dienstag 15.10. 22 Uhr Semesteranfangsparty in der Hanomacke (auf dem Conti-Campus)


4) Donnerstag 17.10. 19 Uhr Table Quiz Um euch langsam an den Prüfungsstress zu gewöhnen, fragen wir am Donnerstag die Getränkelisten aller besuchten Kneipen ab... Abgesehen davon wird es beim lustigen Table Quiz aber eher um alle möglichen Fragen aus den verschiedensten Bereichen geben, die ihr in kleinen Gruppen beantworten könnt. Ort: Café T

Basics Linguistics

*LingF1*

*Introduction to Linguistics I*

Vorlesung, SWS: 2
Shahrokny-Prehn, Arian

Mo wöchentl. 08:00 - 10:00 21.10.2013 - 01.02.2014 1502 - 003

Kommentar

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

In order to achieve this, it provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology or idiomatics, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in the summer term 2014.

*Reader* – copy shop Stork (Körnerstraße) from 1 October ● *Registration* – Doodle 01.09.2013 – 16.10.2013 ● *Studiengänge* – FüBA, BSc TE, 3. Fach LG ● *Further Information* – arian.shahrokny@engsem.~, caroline.gerckens@engsem~ or meike.pfaff@engsem~

Bemerkung

LingF1

*Introduction to Linguistics I*

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

Di wöchentl. 08:00 - 10:00 22.10.2013 - 01.02.2014 1502 - 003

Kommentar

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

In order to achieve this, it provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology or idiomatics, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in the summer term 2014.

*Reader – copy shop Stork (Körnerstraße) from 1 October ● Registration – Doodle 01.09.2013 – 16.10.2013 ● Studiengänge – FüBA, BSc TE, 3. Fach LG ● Further Information – arian.shahrokny@engsem.~, caroline.gerckens@engsem~ or meike.pfaff@engsem.~

Bemerkung

**Introduction to Linguistics I**

**Vorlesung, SWS: 2**

Pfaff, Meike

**Do wöchentl. 10:00 - 12:00 24.10.2013 - 01.02.2014 1502 - 003**

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

In order to achieve this, it provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology or idiomatics, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in the summer term 2014.

*Reader – copy shop Stork (Körnerstraße) from 1 October ● Registration – Doodle 01.09.2013 – 16.10.2013 ● Studiengänge – FüBA, BSc TE, 3. Fach LG ● Further Information – arian.shahrokny@engsem.~, caroline.gerckens@engsem~ or meike.pfaff@engsem.~

Bemerkung

**LingF2**

**Introduction to Linguistics II**

**Vorlesung, SWS: 2**

Schulze, Rainer

**Mo wöchentl. 16:00 - 18:00 14.10.2013 - 01.02.2014 1502 - 703**

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

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

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

**Pfaff, Meike**

**Do wöchentlich** 16:00 - 18:00 17.10.2013 - 01.02.2014 1502 - 703

**Kommentar**

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

As part of their Prüfungsleitung, students are required to give a 15-minute presentation and write a term paper of 2,000 word length on the same topic. Regular attendance and active participation are also a requirement for this course! The syllabus, course readings and assignments, and general organizational issues will be discussed in the first session.

**Recommended Reading**


within the cognitive enterprise and deal with topics such as Prototype Theory, conceptual metaphors and metonymies, frames, blends, etc.

An electronic reader will be made available via StudIP.

Registration – StudIP 1.9.2013 - 30.9.2013 ● Size restriction – 35 ● Prerequisites – LingF1, LingF2 ● Studiengänge – FüBA, BSc TE, 3. Fach MEd LG ● Further Information – arian.shahrokny@engsem~

Bemerkung
LingF4

Phraseology

Seminar, SWS: 2, Max. Teilnehmer: 20
Gerckens (M. A.), Caroline

Kommentar
Barking up the wrong tree, heavy rain, to make a claim or to drop out: what do these examples have in common? They are all considered to be multi-word units and therefore of phraseological nature. According to Cowie (1994: 3168), phraseology is "the study of the structure, meaning and use of word combinations". These word combinations can come in different shapes and forms. The field of phraseology is characterised by a great variation in terminology and definitions.

During this seminar, we will look at the different approaches to phraseology and try to "disentangle the phraseological web" (Granger & Paquot, 2008: 27). There will be some sessions devoted to phraseological corpus linguistic research. Because phraseology also plays an important part in foreign language teaching, we will spend some time on pedagogical implications of phraseological research.

Reader – copy shop Stork (Körnerstraße) from 1 October ● Registration – StudIP 1.9.2013 - 30.9.2013 ● Size restriction – 20 ● Prerequisites – LingF1, LingF2 ● Studiengänge – FüBA, BSc TE, 3. Fach MEd LG ● Further Information – caroline.gerckens@engsem~

Bemerkung
LingF4

Foundations Literature and Culture

AcadF

Introduction to Academic Writing and Research

Seminar, SWS: 1
Gohrisch, Jana

Kommentar
The course will teach students the skills required for academic study. It will make students reflect on their choice of English as a subject and outline what will be expected of them in the course of their studies. It will explain the set-up of the degree schemes in English Studies. It will familiarise students with the services (e.g. libraries), tools and media (e.g. dictionaries, anthologies, data bases) that support successful study and research in their subject. It will also teach them to develop arguments and theses. A further aspect of the course is learning to read scholarly essays and books profitably and critically. Finally, basic academic conventions for footnotes and references will be practiced.

Language in class – English/German ● Assessment Tasks – regular attendance, active participation in class, several small tests for Studienleistung ● Registration – via Doodle in Week 1 (NOT via StudIP) ● Prerequisites – None ● Studiengänge – FüBA, BSc TE, LG 3. Fach ● Further information – jana.gohrisch@engsem~

Bemerkung
AcadF

Literatur

Recommended Reading:
Introduction to Academic Writing and Research

Seminar, SWS: 1
Emig, Rainer

Do wöchentl. 10:00 - 11:00 24.10.2013 - 01.02.2014 1502 - 703
Kommentar

The course will teach students the skills required for academic study. It will make students reflect on their choice of English as a subject and outline what will be expected of them in the course of their studies. It will explain the set-up of the degree schemes in English Studies. It will familiarise students with the services (e.g. libraries), tools and media (e.g. dictionaries, anthologies, data bases) that support successful study and research in their subject. It will also teach them to develop arguments and theses. A further aspect of the course is learning to read scholarly essays and books profitably and critically. Finally, basic academic conventions for footnotes and references will be practised.

Language in class – English/German ● Assessment Tasks – regular attendance, active participation in class, several small tests for Studienleistung ● Registration Doodle 01.09.13- 16.10.13 (NOT via StudIP!) ● Prerequisites – None ● Studiengänge – FüBA, BSc TE, LG 3. Fach ● Further information – rainer.emig@engsem~

Bemerkung

AcadF

Literatur

Recommended Reading:


Introduction to Literary Studies

Seminar, SWS: 2

Winter 2013/14
This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills of description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods.

**Required Reading**

Please refer to the course page on StudIP.

*Reader –* download on StudIP ● *Assessment Tasks* – will be specified ● *Registration* – Doodle 01.09.13-16.10.13 (NOT via StudIP) ● *Prerequisites* – none ● *Studiengänge* – FüBA, BSc, 3. Fach LG ● *Further Information* – ruth.mayer@engsem.~

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Introduction to Literary Studies

Seminar, SWS: 2
Emig, Rainer

Fr wöchentl. 10:00 - 12:00 25.10.2013 - 01.02.2014 1502 - 703

Kommentar
This course is designed as a general introduction to Literary Studies and aims to familiarise students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative texts from a variety of genres and periods.

Language in class – English ● Assessment Tasks – regular attendance, active participation in class, mid-term bibliography exercise, and final exam ● Registration – Doodle 01.09.13- 16.10.13 (NOT via StudIP!) ● Prerequisites – None ● Studiengänge – FüBA, BSc TE, LG 3. Fach ● Further information – rainer.emig@engsem~

Bemerkung
AmerBritF1

Literatur
Required Reading:

Advanced English Skills

SPCS

SPAWR

Foundations Language Practice

SP1

British Current Affairs

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

Winter 2013/14
The topic of this class will serve as a vehicle for improving a variety of English-language skills and combining it with insights into contemporary British culture. Class activities will include reading, writing, translation, mediation, discussion and debate.

**SPE:**
- **Assessment Tasks** – SLs: to be announced; PL: 90-min exam
- **Size restriction** – 25
- **Prerequisites** – SPAWR + SPCS
- **Studiengänge** – FüBA, BSc TE
- **Further Information** – peter.bennett@engsem.

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

**Assessment Tasks** – SL: to be announced
- **Size restriction** – 25
- **Prerequisites** – none
- **Studiengänge** – FüBA, BSc TE
- **Further Information** – peter.bennett@engsem.

**Bemerkung**
SPE / SK

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**English for Professional Use**

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

**Bennett, Peter**

**Do wöchentl. 12:00 - 14:00 17.10.2013 - 01.02.2014 1502 - 609**

**Ausfalltermin(e):** 24.10.2013

**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.

**SPE:**
- **Assessment Tasks** – SL: various written and oral tasks; PL: 90-min exam
- **Size restriction** – 25
- **Prerequisites** – SPAWR + SPCS
- **Studiengänge** – FüBA, BSc TE
- **Further Information** – peter.bennett@engsem.

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

**Assessment Tasks** – SL: various written and oral tasks
- **Size restriction** – 25
- **Prerequisites** – none
- **Studiengänge** – FüBA, BSc TE
- **Further Information** – peter.bennett@engsem.

**Bemerkung**
SPE / SK

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

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

**Bennett, Peter**

**Fr wöchentl. 10:00 - 12:00 18.10.2013 - 01.02.2014 1502 - 709**

**Kommentar**
Using literature written for young children, we shall develop a variety of English-language skills (grammar, vocabulary, reading, listening, speaking and writing).

**SPE:**
- **Assessment Tasks** – SL: to be announced; PL: 90-min exam
- **Size restriction** – 25
- **Prerequisites** – SPAWR + SPCS
- **Studiengänge** – FüBA, BSc TE
- **Further Information** – peter.bennett@engsem.

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Winter 2013/14
SK

Using literature written for young children, we shall develop a variety of English-language skills (grammar, vocabulary, reading, listening, speaking and writing).

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


Vocabulary and Pronunciation

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Gans (M. A.), Anne

Mo wöchentl. 12:00 - 14:00 21.10.2013 - 01.02.2014 1502 - 703 01. Gruppe
Mo wöchentl. 14:00 - 16:00 21.10.2013 - 01.02.2014 1502 - 703 02. Gruppe
Di wöchentl. 12:00 - 14:00 22.10.2013 - 01.02.2014 1502 - 703 03. Gruppe
Di wöchentl. 14:00 - 16:00 22.10.2013 - 01.02.2014 1502 - 609 04. Gruppe
Do wöchentl. 12:00 - 14:00 24.10.2013 - 01.02.2014 1502 - 703 05. Gruppe
Do wöchentl. 14:00 - 16:00 24.10.2013 - 01.02.2014 1502 - 615 06. Gruppe
Mo Einzel 10:00 - 12:00 17.02.2014 - 17.02.2014 1502 - 703

Kommentar

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


SP2

Foundations Methodology of Teaching English as a Foreign Language

DidF1

Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 40
Vahbrook, Dirk

Mo wöchentl. 16:00 - 18:00 14.10.2013 - 01.02.2014 1502 - 609

Kommentar

This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated. An optional tutorial will be offered.
**Reader** ● **Assessment Tasks** – regular attendance; one passed quiz, MLP, learning journal ● **Registration** – StudIP 1.9.2013 - 30.9.2013 ● **Size restriction** – 40 ● **Prerequisites** – None ● **Studiengänge** – FüBA, BSc TE, 3. Fach LG ● **Further Information** – carmen.becker@engsem.~ / dirk.vahbrook@engsem~ / dirk.lange@engsem.~ / alexander.woltin@engsem.~

**Introduction to English Language Teaching**

**Seminar, SWS: 2, Max. Teilnehmer: 40**

**Woltin, Alexander**

**Di wöchentl.** 16:00 - 18:00 15.10.2013 - 01.02.2014 1502 - 703

**Kommentar**

This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

**Reader** ● **Assessment Tasks** – regular attendance; one passed quiz, MLP, learning journal ● **Registration** – StudIP 1.9.2013 - 30.9.2013 ● **Size restriction** – 40 ● **Prerequisites** – None ● **Studiengänge** – FüBA, BSc TE, 3. Fach LG ● **Further Information** – carmen.becker@engsem.~ / dirk.vahbrook@engsem~ / dirk.lange@engsem.~ / alexander.woltin@engsem.~

**Bemerkung**

**Literatur**

**Required Reading**

Please see the course page on StudIP.

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**Introduction to English Language Teaching**

**Seminar, SWS: 2, Max. Teilnehmer: 40**

**Becker, Carmen**

**Mi wöchentl.** 10:00 - 12:00 16.10.2013 - 01.02.2014 1502 - 615

**Kommentar**

This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

**Reader** ● **Assessment Tasks** – regular attendance; one passed quiz, MLP, learning journal ● **Registration** – StudIP 1.9.2013 - 30.9.2013 ● **Size restriction** – 40 ● **Prerequisites** – None ● **Studiengänge** – FüBA, BSc TE, 3. Fach LG ● **Further Information** – carmen.becker@engsem.~ / dirk.vahbrook@engsem~ / dirk.lange@engsem.~ / alexander.woltin@engsem.~

**Bemerkung**

**Literatur**

**Required Reading**

Please see the course page on StudIP.
Please see the course page on StudIP.

**DidF2**

**An Introduction to Content and Language Integrated Learning (CLIL)**

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

<table>
<thead>
<tr>
<th>Mi wöchentl.</th>
<th>12:00 - 14:00 16.10.2013 - 01.02.2014 1502 - 615</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kommentar</td>
<td>This seminar will provide students with the basic knowledge of Content Language Integrated Learning practiced at German schools. Participants will gain some relevant theoretical background on the application of CLIL. Credits can be obtained by presenting a theoretical CLIL topic and preparing a sequence from a CLIL lesson. Trainee teachers from Hanover's Studienseminar are also welcome, and the participation of the two groups should provide an opportunity for discussion of theoretical and practical aspects.</td>
</tr>
</tbody>
</table>

*Assessment Tasks* — will be specified in class  
*Registration* — StudIP 1.9.2013  
- 30.9.2013  
*Size restriction* — 25 + trainee teachers  
*Prerequisites* —  

**Bemerkung**  

**Literatur**  

Required Reading  

Relevant literature will be announced in the first meeting

**European Projects for Lifelong Learning**

Seminar, SWS: 2, Max. Teilnehmer: 25  
Fellmann, Gabriela

<table>
<thead>
<tr>
<th>Mi wöchentl.</th>
<th>14:00 - 16:00 16.10.2013 - 01.02.2014 1502 - 615</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kommentar</td>
<td>The seminar will be divided into two phases: We will first deal with intercultural communicative competence as far as theoretical concepts are concerned. We will focus on different definitions and models as well as the difficulty of assessing intercultural communicative competence. We will then take part in a Comenius project at my school, Ratsgymnasium Peine. Nine European partners have agreed on starting a multicultural partnership with the title FOLKLOR. The main aim is to become acquainted with each other and to explore traditional local legends and the traditions linked to local festivals. The school students will therefore explore narratives like folktales, traditional songs and proverbs. We will support the school students during their project work (e.g. prepare products for the project blog/ website, communicate with European partners, and prepare a project meeting in Germany in March). We will also analyse the potential of the project for developing intercultural communicative competence.</td>
</tr>
</tbody>
</table>

*Reader* — copy shop Stork (Körnerstraße) from 1 October  
*Assessment Tasks* — cf. seminar plan  
*Registration* — StudIP 1.9.2013 - 30.9.2013  
*Size restriction* — 25  
*Prerequisites* — DidF1  
*Studiengänge* — FüBA, BSc TE, 3. Fach LG  
*Further Information* — gabriela.fellmann@engsem.~

**Bemerkung**  

**Literatur**  

Recommended Reading  

### Survey American Literature and Culture
#### Survey of American Literatures and Cultures I

<table>
<thead>
<tr>
<th>Vorlesung, SWS: 2</th>
<th>Twelbeck, Kirsten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mi wöchentl. 18:00 - 20:00 23.10.2013 - 01.02.2014 1208 - A001</td>
<td></td>
</tr>
</tbody>
</table>

**Kommentar**

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

**Required Reading**

Please refer to the course page on StudIP.

**Recommended Reading**


**Bemerkung**

AmerF2.1

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### Survey British Literature and Culture
#### Survey of British Literatures and Cultures I

<table>
<thead>
<tr>
<th>Vorlesung, SWS: 2</th>
<th>Emig, Rainer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fr wöchentl. 12:00 - 14:00 25.10.2013 - 01.02.2014 1208 - A001</td>
<td></td>
</tr>
</tbody>
</table>

**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; to frame cultural and literary history in the concepts that are relevant for Cultural Studies.

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

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

**Language in class – English ● Assessment Tasks – mid-term test for Studienleistung, final 60-minute exam after lecture 2 in the summer term for Prüfungsleistung ●**

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You will find general information about Comenius projects on the following website: http://ec.europa.eu/education/comenius/multilateral_en.htm (15/05/2013)
**Englisches Seminar**

**Winter 2013/14**


**Prerequisites** – None

**Studiengänge** – FüBA, BSc TE, LG 3. Fach, MEd LbS

**Further information** – rainer.emig@engsem.

**Bemerkung**

**Literatur**

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**Recommended Reading**


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**Schlüsselkompetenzen**

Für weitere Veranstaltungen siehe das Angebot des Zentrums für Schlüsselkompetenzen.

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**British Current Affairs**

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

**Bennett, Peter**

**Do wöchentl.** 14:00 - 16:00 17.10.2013 - 01.02.2014 1502 - 609

**Kommentar**

The topic of this class will serve as a vehicle for improving a variety of English-language skills and combining it with insights into contemporary British culture. Class activities will include reading, writing, translation, mediation, discussion and debate.

**SPE:**

- **Assessment Tasks** – SLs: to be announced; PL: 90-min exam
- **Size restriction** – 25
- **Prerequisites** – SPAWR + SPCS
- **Studiengänge** – FüBA, BSc TE
- **Further Information** – peter.bennett@engsem.

**SK:**

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

- **Assessment Tasks** – SL: to be announced
- **Size restriction** – 25
- **Prerequisites** – none
- **Studiengänge** – FüBA, BSc TE
- **Further Information** – peter.bennett@engsem.

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**English for Professional Use**

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

**Bennett, Peter**

**Do wöchentl.** 12:00 - 14:00 17.10.2013 - 01.02.2014 1502 - 609

**Ausfalltermin(e):** 24.10.2013

**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.

**SPE:**

- **Assessment Tasks** – SL: various written and oral tasks; PL: 90-min exam
- **Size restriction** – 25
- **Prerequisites** – SPAWR + SPCS
- **Studiengänge** – FüBA, BSc TE
- **Further Information** – peter.bennett@engsem.

**SK:**

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

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Winter 2013/14
Assessment Tasks – SL: various written and oral tasks ● Registration – StudIP
FüBa, BSc TE ● Further Information – peter.bennett@engsem.~

Bemerkung
SPE / SK

English Theatre Workshop

Seminar, SWS: 4
Bennett, Peter

Mi wöchentl. 14:00 - 18:00 16.10.2013 - 01.02.2014 1501 - -119
Kommentar The aim, as usual, will be to perform an English-language play in the final week of the teaching period. The chosen play will be announced no later than the first meeting, possibly beforehand on our Internet homepage (see below for the address). All students who might be interested are warmly invited to the first meeting, which begins punctually at 14.00. Come and find out what is happening. Nobody is asked to commit themselves in the first two weeks.

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

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

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

Assessment Tasks - full, regular, active participation ● Registration - unnecessary ● Size restriction - none ● Prerequisites - curiosity, goodwill, enthusiasm ● Studiengänge - all ● Further Information - peter.bennett@engsem.~

Bemerkung
SKET

Exchange Texas State University, San Marcos

Seminar, SWS: 4, Max. Teilnehmer: 12
Gans (M. A.), Anne | Pfaff, Meike

Mo 14.10.2013 - 01.02.2014
Kommentar Twelve LUH students of English and Geography will spend four weeks in San Marcos, Texas in February and March. They will be provided with accommodation in a dorm at TSU, and the partner group will organise a range of cultural events and entertainment. Students are expected to attend classes at TSU and participate in all cultural events. The partner group will visit Hannover in May-June, and LUH students are expected to provide accommodation for their partners and arrange a program of cultural and entertaining events for their partners also. The LUH group will be accompanied by Dr Pfaff. An information session will take place in October; please watch notice boards for more details. Applications will be due around the end of October or beginning of November.

This course counts for BOTH Bereich A "Sprach-, Medien und Darstellungskompetenzen" (for participation in classes and program in Texas) AND Bereich B "Allgemeine Kompetenzen zur Förderung der Berufsbefähigung" (for organisation of a cultural program in Hannover).

Assessment Tasks - see above ● Registration - see notices for application deadline ● Size restriction - 12 ● Prerequisites - none, although older students and those who need a stay abroad for their teaching program will be given priority ● Studiengänge - all ● Further Information - anne.gans@engsem.~, meike.pfaff@engsem.~

Bemerkung
Infoveranstaltung und Anmeldung: Mitte Oktober 2013

4 Wochen in Texas (Februar - März 2014) & 4 Wochen in Hannover (Mai - Juni 2014)

SKTX

Investigating Language Practice through Children’s Literature
Englisches Seminar

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

Fr  wöchentl. 10:00 - 12:00 18.10.2013 - 01.02.2014 1502 - 709
Kommentar Using literature written for young children, we shall develop a variety of English-language skills (grammar, vocabulary, reading, listening, speaking and writing).

SPE

SK
Using literature written for young children, we shall develop a variety of English-language skills (grammar, vocabulary, reading, listening, speaking and writing).

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


Bemerkung SPE / SK

Foundations Linguistics 2

Intergrated English Practice

SPTOP1
SPTOP2

Intermediate Literature and Culture

AmerBritF3
Theories and Methods of Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 50
Gohrisch, Jana

Mi  wöchentl. 10:00 - 12:00 16.10.2013 - 01.02.2014 1502 - 703
Kommentar ACHTUNG: Im WS 2013/14 ist dieser Kurs denjenigen Studierenden vorbehalten, die die Veranstaltung benötigen, um ihr Studium abzuschließen, d. h. der Kurs ist für Studierende im Abschluss-Semester gedacht!

Auch geöffnet für Student/innen des Masterstudiengangs "Advanced Anglophone Studies"!

Charlotte Brontë’s novel Jane Eyre (1847) will serve as the central literary text in this seminar, which introduces students to literary theories and methods and illustrates them by applying them to Brontë’s text. We will cover all the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Queer Theory, Postcolonial Theory as well as New Historicism and Cultural Materialism.

In preparation for class you will be required to familiarize yourselves with the key ideas of these respective approaches and read selected theoretical texts by some of their main representatives. In class, we will then discuss and systematize these ideas and apply
them to Jane Eyre in order to demonstrate the practical value of these theories and practice their terminologies.

Please buy the Norton Critical Edition of Jane Eyre (ed. by Richard Dunn) and read the novel prior to class. A reader with the theoretical texts covered in the seminar will be available from Copyshop Stork (Körnerstraße 3) from the beginning of April.

Reader – copy shop Stork (Körnerstraße) from 7 October ● Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2013 - 30.9.2013 ● Size restriction – 50 ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students), none for others ● Studiengänge – FüBA, Med, MA AAS ● Further Information – jana.gohrisch@engsem.

**American Literature**

Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth

Mi wöchentl. 10:00 - 12:00 16.10.2013 - 01.02.2014 1502 - 609

**Kommentar**

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

**Required Reading**

Please refer to the course page on StudIP.


**Film and Media Studies**

Seminar, SWS: 2, Max. Teilnehmer: 25
Denson, Shane

Fr wöchentl. 10:00 - 12:00 18.10.2013 - 01.02.2014 1502 - 609
Fr wöchentl. 12:00 - 14:00 18.10.2013 - 01.02.2014 1502 - 613

**Kommentar**

This course serves to acquaint students with the basic concepts, methods, and theories that frame academic inquiry in the fields of film and media studies. As the title indicates, film will occupy a central position in the course, much as cinema was the dominant medium for most of the twentieth century. In accordance with the broad changes in the media landscape of the late twentieth and early twenty-first centuries, we will later expand
our view to include television and new media, but only after securing a firm foundation in the formal and cultural analysis of motion pictures. Central topics include mise-en-scène, cinematography and framing, editing, sound, narrative, and genre, as well as a survey of critical perspectives on film. In addition to preparing weekly readings, students will be required to view a variety of films prior to each class meeting.

Required Reading

Timothy Corrigan and Patricia White, *The Film Experience: An Introduction*. Third Edition (!) (Boston: Bedford/St. Martin’s, 2012). Please read the Introduction and Chapter 1 (pages 2-59) prior to the first class meeting!

Additional readings will be made available via Stud.IP.

Recommended Reading


*Reader –* additional readings on Stud.IP ● *Assessment Tasks –* will be specified ● 
*Further Information –* shane.denson@engsem.

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**Literature and Literary Journalism of the 1930s**

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

**Do wöchentl.** 10:00 - 12:00 17.10.2013 - 01.02.2014 1502 - 615

**Kommentar**
In this seminar we will read and analyse (non-)fictional texts that explore the economic depression of the 1930s. In their accounts of the ‘great industrial wastelands’ in the North of England, writers address mass unemployment, poverty, malnutrition and people’s ways of dealing with the pressing financial, social and political concerns of the day. We will begin with Walter Greenwood’s realist novel *Love on the Dole* (1933) which explores the hardships of the working-class Hardcastle family. We will move on to George Orwell’s *The Road to Wigan Pier* (1937), a milestone in modern literary journalism, in which Orwell depicts the living conditions of unemployed miners. Finally, we will turn to Winifred Holtby’s novel *South Riding* (1936), a portrait of a fictional Yorkshire community in the long aftermath of the First World War. We will engage in close readings of these texts in terms of genre, narration, focalisation, plot lines, character construction and constellation. We will also locate the texts in their cultural, political and historical contexts, with special emphasis on issues such as gender, class and power as well as the living conditions in the industrial North.

*Assessment Tasks –* will be specified in class ● *Registration –* StudIP 1.9.2013 - 30.9.2013 ● *Size restriction –* 25 ● *Prerequisites –* AmerBritF1 ● *Studiengänge –* FüBA, BSc TE, LG 3. Fach ● *Further Information –* ellen.gruenkemeier@engsem.

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**Required Reading (any editions will do):**
Orwell, George. *The Road to Wigan Pier* (1937)
Holtby, Winifred. *South Riding* (1936)

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**New British Documentary Theatre**

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

**Mo wöchentl.** 14:00 - 16:00 14.10.2013 - 01.02.2014 1502 - 613
Englisches Seminar

Kommentar

The seminar will introduce students to one of the more conspicuous trends in recent British theatre: the rise of the documentary play, i.e. plays whose dialogues are strictly based on recorded material (e.g. documents, interviews). We will engage with representative examples of this trend, combining structural analysis with historical contextualisation and, most importantly, a discussion of the moral, ethical and political implications of the forms and methods used by the documentary dramatists. The example texts that we will read in the seminar represent the two most prominent types of recent British documentary theatre, the so-called verbatim and tribunal plays.

Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2013 - 30.9.2013 ● Size restriction – 30 ● Prerequisites – AmerBritF1 ● Studiengänge – FüBA, BSc TE, MEd LG, LG 3. Fach ● Further Information – lucia.kraemer@engsem.

Bemerkung

BritF4

Literatur

Required Reading

Please purchase the following books:

Recommended Reading


The Sonnet in English

Seminar, SWS: 2
Bennett, Peter

Di wöchentl. 14:00 - 16:00 15.10.2013 - 01.02.2014 1502 - 615

Originating in Italy in the 13th century and defined by its (more or less) fixed, fourteen-line form, the sonnet came into the English language in the early 16th century. It flourished in England between 1580 and 1610, after which, with just a few exceptions, the form was neglected until the Romantic period. Sonnet-writing thereafter continued into the Victorian era and into, through and beyond the 20th century. Over those four and a half centuries, the theme of the sonnet in English has shifted well beyond the original, male-voiced profession of love to a woman. As well as direct retorts to that stereotype address, the sonnet has been opened up to embrace numerous other themes.

We shall study a selection of sonnets from across the centuries and from different quarters of the English-speaking world. In doing so, we shall try to identify, contextualize and understand the various developments and deviations from earliest sonnet conventions.


Bemerkung

BritF4

Literatur

Required Reading

Fachpraktikum für das Lehramt an Gymnasien / M.Ed. (im Block): Kaiser-Wilhelm- und Ratsgymnasium

Fachpraktikum, Max. Teilnehmer: 2
Becker, Carmen | Vahbrook, Dirk

Kommentar

Nur das Praktikum am Kaiser-Wilhelm-und Ratsgymnasium wird betreut!

Anmeldung für das betreute Praktikum bei Dirk Vahbrock über StudIP


Bemerkung
DidFP

Fachpraktikum für das Lehramt an Gymnasien / M.Ed. (im Block): KGS Sehnde

Fachpraktikum, Max. Teilnehmer: 4
Becker, Carmen

Kommentar

Anmeldung für das unbetreute Praktikum bei Carmen Becker über StudIP


Bemerkung
DidFP

Fachpraktikum für das Lehramt an Gymnasien / M.Ed. (im Block): Wilhelm-Rabe-Schule

Fachpraktikum, Max. Teilnehmer: 2
Becker, Carmen

Mo 14.10.2013 - 01.02.2014

Bemerkung zur Gruppe
Wilhelm-Rabe-Schule

Kommentar

Anmeldung für das unbetreute Praktikum bei Carmen Becker über StudIP


Bemerkung
DidFP

Planung und Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 25
Becker, Carmen

Di wöchentl. 12:00 - 14:00 15.10.2013 - 01.02.2014 1502 - 615
Kommentar
Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M. Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Für die noch traditionellen Studiengänge (Staatsexamen) ist diese Veranstaltung praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren. Sie ist praktikumersetzend, wenn Sie das Fachpraktikum in einem anderen Fach durchlaufen.


Assessment Tasks – cf. Seminarplan
- Size restriction – 25
- Prerequisites – DidF + ASP
- Studiengänge – MEd
LBS, MEd LG, LG 3. Fach
- Further Information – carmen.becker@engsem.~ oder gabriela.fellmann@engsem.~

Bemerkung
DidPA

Literatur

Recommended Reading


Planung und Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 25
Fellmann, Gabriela

Mi wöchentl. 16:00 - 18:00 16.10.2013 - 01.02.2014 1502 - 615

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M. Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Für die noch traditionellen Studiengänge (Staatsexamen) ist diese Veranstaltung praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren. Sie ist praktikumersetzend, wenn Sie das Fachpraktikum in einem anderen Fach durchlaufen.


Assessment Tasks – cf. Seminarplan
- Size restriction – 25
- Prerequisites – DidF + ASP
- Studiengänge – MEd
LBS, MEd LG, LG 3. Fach
- Further Information – carmen.becker@engsem.~ oder gabriela.fellmann@engsem.~

Bemerkung
DidPA
**Literatur**

**Recommended Reading**

**Advanced Methodology**

**English as Lingua Franca. Sociocultural and Pedagogical Perspectives**

Seminar, SWS: 2
Gnutzmann, Claus

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<th>1502 - 613</th>
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Kommentar
Research into the linguistic forms and uses of English as a lingua franca has gained considerable momentum over the past decade. There are a number of reasons for this development, which can be found on a European and on a global level. Undoubtedly, the English language has become the medium of globalisation and it is itself deeply affected by globalisation. As a result, many and new kinds of Englishes all over the world have come into being, and these give rise to a number of questions relating to, for example:

The impact of English as a Lingua Franca (ELF) on speakers’ identities: Are ELF and its many manifestations, ideologically speaking, neutral forms of English or do they foster Englishisation and Americanisation of other languages and cultures? If so, how could these processes be evaluated?

The teaching of English (as a lingua franca): How could the development of English as a lingua franca be reflected in English language classrooms, for non-native learners, but possibly also for pupils in the ‘real’ English-speaking world? Do we need new teaching models? If so, how could they be legitimized, what could they look like and how could they be implemented in the classroom?

For technical reasons, the class cannot take place every week. There will be about three extra sessions on Wednesday afternoon (14-18) to make up for morning classes that have to be cancelled. Participants of the seminar are expected to be available at these times.

**Learner Language Studies and Implications for TEFL**

Seminar, SWS: 2, Max. Teilnehmer: 25
Becker, Carmen

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Kommentar
This course will review the research on interlanguage variation and consider the implications of this variation in the process of foreign language learning and teaching.
The impact of social context upon the development of interlanguage will be discussed. You will be encouraged to organize a workshop on how to assess learners' texts and how to give feedback. Furthermore, we will deal with the European Language Portfolio and portfolio assessment in particular.


Bemerkung

**Up-and-Coming: Viewing, Analysing and Teaching Film**

Seminar, SWS: 2, Max. Teilnehmer: 20
Blell, Gabriele

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Kommentar

Students enjoy watching movies and television for a variety of reasons. For one, they receive exposure to authentic language in a non-threatening setting. Secondly, movies and videos provide common ground for students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003.

This course is designed to help you to teach especially short (fictional and non-fictional) films: documentaries, docufictions, mockumentaries, docudramas etc. One of the objectives of the course will be to critically analyse and understand the purpose for the use of basic film/video techniques and methods for teaching them to students. The seminar will be embedded within the 12th Up-and-Coming International Film Festival in Hannover (21.-24.11.2013) [http://www.up-and-coming.de] which is designed to be a national and international competition for young film makers (up to 27) every two years. During the seminar we will analyze the winning films of the 2011 festival and will have the opportunity to view all selected 2013 films along with the jury for the first time. Participants of the seminar are expected to analyse critically one international film of interest from the competition and write a review of it. Furthermore, participants will have the chance to discuss with some film makers.

For technical reasons, the class will be organized as a ‘Blockseminar’. There will be sessions on 1 November (10 a.m.-4 p.m. at LUH) and 21 – 23 November (12 noon - 9 p.m. in town) [festival time] Participants of the seminar are expected to be available at these times.


Bemerkung

Literatur

*Required and recommended Reading*

On course page (StudIP)

**Visible Learning for the EFL Classroom**

Seminar, SWS: 2, Max. Teilnehmer: 25
Becker, Carmen

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Kommentar

The concept of visible learning was first introduced through John Hattie’s study Visible Learning, one of the largest collections of evidence-based research on influences on learning outcomes and student achievement. This course will review Hattie’s study thoroughly. His findings will be discussed and the most effective influences on student achievement will be examined. These include student self-reporting grades, formative evaluation, teacher clarity, reciprocal teaching, feedback, teacher-student relationships, meta-cognitive strategies, self-verbalisation/questioning, teacher
professional development, and problem-solving teaching. Their impact on the language-learning classroom can then be evaluated. You will be encouraged to develop models for visible learning in the EFL classroom and take the first step towards finding the "Holy Grail" for teaching and learning.

Assessment Tasks – SL: participation/oral, contribution/project, portfolio, PL: Hausarbeit in DidA1 or DidA2


Size restriction – 25

Prerequisites – DidF1 + DidF2

Studiengänge – MEd LG, MEd LBS, 3. Fach LG

Further Information – carmen.becker@engsem~

DidA

Recommended Reading


Please note: In preparation for the class, Hattie (2012) is to be read before the beginning of the winter term!

Advanced Studies

Bildungswelten

Seminar, SWS: 2

Emig, Rainer

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Kommentar


Daher hat sich an der Philosophischen Fakultät der Leibniz Universität ein interdisziplinärer Forschungsverbund gebildet, der sich mit den Ideologien beschäftigt, die Bildungsmodellen und -vorstellungen zugrunde liegen und aus denen heraus wiederum Wirklichkeits- und Arbeitsmodelle, Methoden und Theorien abgeleitet werden. Diese Wirklichkeitsmodelle umfassen Ideale und Utopien genauso wie dystopische Angstvisionen, Parodien und Horrorszenarien.

Die Ringvorlesung stellt Ideen und Positionen der beteiligten Wissenschaftler(innen) aus Disziplinen wie Berufspädagogik und Erwachsenenbildung, Sprach-, Literatur-, Kultur- und Kunstwissenschaft, Fachdidaktik und anderen vor und zur Diskussion.

Language in class – German

Assessment Tasks – Regelmäßige Anwesenheit und Zusammenfassung einer Vorlesungssitzung als Studienleistung; ACHTUNG! In dieser Veranstaltung kann KEINE PRÜFUNGSLEISTUNG erworben werden!

Registration – none

Size Restriction – none

Prerequisites – None

Studiengänge – FüBA, LG 3. Fach, MEd LG

Further information – rainer.emig@engsem~

Bemerkung

Digital Movies, Chaos Cinema, Post-Cinematic Affect: Thinking 21st-Century Motion Pictures
In this seminar, we will try to come to terms with twenty-first century motion pictures by thinking through a variety of concepts and theoretical approaches designed to explain their relations and differences from the cinema of the previous century. We will consider the impact of digital technologies on film, think about the cultural contexts and aesthetic practices of contemporary motion pictures, and try to understand the experiential dimensions of spectatorship in today's altered viewing conditions. In addition to preparing weekly readings, students will be expected to view a variety of films prior to each class meeting.

**Required Reading**


Additional readings will be made available via Stud.IP.

**Recommended Reading**


*Reader* – additional readings on Stud.IP  ●  *Assessment Tasks* – will be specified  ●  

Learner Corpus Research

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

Mi wöchentl. 18:00 - 20:00 16.10.2013 - 01.02.2014 1502 - 809

Kommentar
This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of LCR and the interaction between LCR and other disciplines, including Second Language Acquisition and Cognitive Linguistics. Seminar papers will be mostly empirical.

Reader – copy shop Stork (Körnerstraße) from 1 October

Bemerkung
LingA1, FAL1.1

Principles of Language Change

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

Mi wöchentl. 10:00 - 12:00 16.10.2013 - 01.02.2014 1502 - 809

Kommentar
This course will review language-external and language-internal principles of language change. Language-external factors to be treated will be, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms will comprise the notions of markedness and naturalness as well as the economy of the language system.

The course requires a solid knowledge of phonetics and phonology.

Reader – copy shop Stork (Körnerstraße) from 1 October

Bemerkung
LingA2, FAL2, FAL7

Projects in Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 30
Schulze, Rainer

Mo wöchentl. 10:00 - 12:00 14.10.2013 - 01.02.2014 1502 - 703

Kommentar
This seminar is assumed to be an essential guide for all those who intend to embark on a research project or research-type project work ('Abschlussarbeit' and/or 'Prüfungsleistung') in English linguistics.

The seminar will be arranged in two parts. Part I will be divided into classes covering some of the major sub-disciplines most commonly chosen by students for their projects. Within each of the classes, there will be a brief review of introductory texts, a list of major journals and a brief account of the major research areas. There will also be countless suggestions for projects. These will be specifically aimed at the needs of the students who are required to engage with data of some kind, but who are also expected to make an original contribution to the field of their choice. Part II will contain sections on methodology that provide techniques and guidance on how to set up and run research. This part will be supplemented by tools that offer guidance in practical procedures and specific information that is often needed but not always easy to find. The final part of this seminar will discuss ways of presenting one's project in the required format, whether oral
or written, including guidance on referencing and on how to avoid plagiarism. Areas of study will include: structure and meaning, style in spoken and written texts, language and gender, accents and dialects of English, history of English, and computer-mediated communication.

**Required Reading**


Please check StudIP for updates and additional information as the semester approaches.


**Size restriction** – 30

**Prerequisites** – LingF1-LingF4

**Studiengänge** – FüBA, MEd LbS, FAL, MEd LG, 3. Fach LG

**Further Information** – EMAIL rainer.schulze@engsem.

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**The American Revolution: The British Perspective**

Seminar, SWS: 2, Max. Teilnehmer: 25

Krämer, Lucia

| Mo  | 14-tägliche 10:00 - 12:00 | 14.10.2013 - 01.02.2014 | 1502 - 613 |

**Kommentar**

This seminar will examine the representation of a key moment in the history of British colonialism: the American Revolution (or American War of Independence), which led to the break of thirteen North American colonies from the British Empire and their formation of the United States of America. This was of course a pivotal moment in the history of both the US and Great Britain, and has been interpreted and represented quite differently in both countries.

We will analyse how these events were and have been approached and interpreted in Britain. However, an exclusively British perspective would inevitably lead to a problematically one-sided view. We will therefore exchange our results with a group of students from the TU Braunschweig, who will be working on the North American perspective of the historical events and their representation. In order to combine our findings, the groups from Hannover and Braunschweig will convene for extended sessions on two Saturdays during the semester (16 November and 18 January). One of these meetings will take place in Hannover, the other one in Braunschweig (you can use your Semesterticket to get there). Because of these two extended sessions, the rest of the seminar will be held in bi-weekly sessions.

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


**Size restriction** – 25

**Prerequisites** – AmerF4/BritF4 (for FBA and MEd students), none for others

**Studiengänge** – FüBA., MAAS, MEd LG, LG 3. Fach

**Further Information** – lucia.kraemer@engsem.

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**The Holocaust and American Culture**

Seminar, SWS: 2

Twelbeck, Kirsten

**Literatur**

A course reader with the texts for the seminar will be available from copy shop Stork (Körnerstraße) from 1 October.
How has the Holocaust changed and shaped American culture? What may at first sound like an odd question makes sense if one considers the post-WWII distrust of the “masses” among American intellectuals, the mid twentieth-century emphasis on civil rights, and the urgent call for human rights standards world-wide. The European catastrophe of genocide has also influenced American Jewish identities profoundly, to the extent that -- as Peter Novick has argued -- the Shoah has come to define how American Jews understand themselves, and are understood by others. This seminar examines how the catastrophe of the Holocaust has been appropriated in American culture since the late nineteen-forties. We will look into the ongoing debate regarding the representation of the Holocaust, and its political and cultural consequences. Starting from the assumption that the horrors of Auschwitz need no artistic amplification, we will investigate a broad spectrum of cultural expressions that have emerged despite this warning, including literature, (documentary and non-documentary) film, graphic novels, and memorial culture. Our discussion will involve a constant process of self-reflection as well: the fact that most of us are German, non-Jewish, and born after the Holocaust, may influence how we perceive of the way the Holocaust is discussed and represented in American culture.

Required Reading
Please refer to the course page on StudIP.

Recommended Reading

The Plays of Samuel Beckett

Austere and minimalistic in form and often laced with humour, Beckett’s plays dramatize the condition of human existence through bleak, allegorical situations and abstract scenarios. Beckett’s work has provided a limitless playground for critics, so much so that it is easy to lose sight of the verbal and visual expressiveness of the plays themselves under the sheer volume of erudite and sometimes posturing commentary. We shall not ignore critical opinion, but bypass it initially in order to attend to the fact that Beckett’s plays are pre-texts for performance. We shall therefore take account of all signifying elements: not just the language in its referential form, but also the effects of sound and silence, timing, setting, stage objects, costume, movement, position, light and darkness.

Warning: the sessions will not necessarily be conducted in the sitting position.

Assessment Tasks — SL: presentation; PL: term paper
Size restriction — none
Prerequisites — AmerF4/BritF4 (for FüBA and Med students), none for others
Studiengänge — FüBA, MAAS, MEd LG, 3. Fach LG
Further Information — peter.bennett@engsem.

Students are urged to procure copies of the following pre-texts:

Waiting for Godot (bring your copy to the first meeting).
Endgame
Happy Days

We shall also work on some of the shorter pieces, which will be made available in the seminar.
**True Women, New Women: Gender Negotiations in the 19th Century**

Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth

Mo wöchentl. 12:00 - 14:00 14.10.2013 - 01.02.2014 1502 - 609

Kommentar

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

**Required Reading**

Please refer to the course page on StudIP.


**Women in Late 19th-Century Poetry**

Seminar, SWS: 2, Max. Teilnehmer: 25
Funk, Wolfgang

Di Einzel 18:00 - 20:00 15.10.2013 - 15.10.2013 1502 - 615
Sa Einzel 09:00 - 15:00 30.11.2013 - 30.11.2013 1502 - 615
Sa Einzel 09:00 - 15:00 11.01.2014 - 11.01.2014 1502 - 615
Mi Einzel 09:00 - 15:00 05.02.2014 - 05.02.2014 1502 - 703
Do Einzel 09:00 - 15:00 06.02.2014 - 06.02.2014 1502 - 703

Kommentar

In this course, we will look at a variety of poems by female writers from the later part of the 19th century, such as Constance Naden, Mathilde Blind, May Kendall and others. We will investigate how these poets employ scientific, socio-political and intellectual discourses of their time in order to question prevalent gender constellations and to contribute to the struggle for women’s rights. We will start by exploring the cultural background against which these texts have to be read. Particular emphasis will be placed on the emerging theories of evolution and their reverberations for human self-understanding. In a second step, we will then examine the aesthetic echoes of these theories by way of close readings of selected poems.

*Reader* – will be available from copy shop Stork from 15 October ● *Assessment Tasks* – will be specified at the first meeting ● *Registration* – StudIP 1.9.2013 - 30.9.2013 ● *Size restriction* – 25 ● *Prerequisites* – AmerF4/BritF4 (for FüBA and MEd students), none for others ● *Studiengänge* – FüBA, MAAS, MEd LG, LG 3. Fach, Transformation Studies ● *Further Information* – wolfgang.funk@engsem.~

**Intermediat and Advanced Linguistics**
The aim of this lecture is to present an overview of basic syntactic categories, analytical methods and theoretical frameworks that are needed for a comprehensive and systematic description and analysis of the syntax of English as it is written today. Different grammatical concepts will be introduced, such as parts-of-speech or word classes, sentence elements or phrases, and clause types. We will recognise that these concepts are not fixed linguistic entities but are described differently in grammars of English. Several varying approaches to these concepts will be discussed. One focus throughout this lecture is to introduce the students to the ‘art’ or science of syntactic argumentation.

Required Reading

Please refer to the course page on StudIP.


LingA1
English Morphology and Word Formation

This seminar will advance state-of-the-art knowledge in this field in a number of respects: It will take the participants through the basic notions in English morphology and word-formation and discuss problematic areas and definitorial questions. The different issues, including the morphological building blocks of English, inflectional morphology, the origin, development and establishment of complex lexemes, productivity, compounding, prefixation, suffixation, conversion, polymorphemic complex lexemes and non-morphemic word-formation processes, will be approached systematically from three different angles focusing on structural, cognitive and sociopragmatic aspects of the field. In this way, new perspectives will be opened particularly on the development and establishment of ‘new’ complex words, on the cognitive functions of word-formation patterns and on the field of conversion. Students and participants alike will be able to use this class not only as a scholarly enrichment of their knowledge and academic skills, but also for preparing exams, term papers and final theses (‘Abschlussarbeiten’ and/or ‘Prüfungsleistungen’).

Required Reading


Please check StudIP for updates and additional information as the semester approaches.


Bemerkung

LingA1, FAL1.1

LingA2
Learner Corpus Research
**Englisches Seminar**

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

**Altendorf, Ulrike**

**Mi wöchentl. 18:00 - 20:00 16.10.2013 - 01.02.2014 1502 - 809**

**Kommentar**

This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of LCR and the interaction between LCR and other disciplines, including Second Language Acquisition and Cognitive Linguistics. Seminar papers will be mostly empirical.


**Bemerkung**

LingA², FAL2, FAL7

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

**Seminar, SWS: 2**

**Altendorf, Ulrike | Lotze, Netaya**

**Di wöchentl. 14:00 - 16:00 22.10.2013 - 01.02.2014 1502 - 503**

**Di Einzel 18:00 - 20:00 19.11.2013 - 19.11.2013 1502 - 116**

**Di Einzel 18:00 - 20:00 10.12.2013 - 10.12.2013 1502 - 116**

**Di Einzel 18:00 - 20:00 14.01.2014 - 14.01.2014 1502 - 116**

**Kommentar**


**Bemerkung**

Teilnehmerzahl: 25, Anmeldung über Stud.IP.

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**Projects in Linguistics**

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

**Schulze, Rainer**

**Mo wöchentl. 10:00 - 12:00 14.10.2013 - 01.02.2014 1502 - 703**

**Kommentar**

This seminar is assumed to be an essential guide for all those who intend to embark on a research project or research-type project work (‘Abschlussarbeit’ and/or ‘Prüfungsleistung’) in English linguistics.

The seminar will be arranged in two parts. Part I will be divided into classes covering some of the major sub-disciplines most commonly chosen by students for their projects. Within each of the classes, there will be a brief review of introductory texts, a list of major journals and a brief account of the major research areas. There will also be countless suggestions for projects. These will be specifically aimed at the needs of the students.
who are required to engage with data of some kind, but who are also expected to make an original contribution to the field of their choice. Part II will contain sections on methodology that provide techniques and guidance on how to set up and run research. This part will be supplemented by tools that offer guidance in practical procedures and specific information that is often needed but not always easy to find. The final part of this seminar will discuss ways of presenting one’s project in the required format, whether oral or written, including guidance on referencing and on how to avoid plagiarism. Areas of study will include: structure and meaning, style in spoken and written texts, language and gender, accents and dialects of English, history of English, and computer-mediated communication.

Required Reading


Please check StudIP for updates and additional information as the semester approaches.


LingF3

English Sentences

Vorlesung, SWS: 2
Schulze, Rainer

Di wöchentl. 16:00 - 18:00 22.10.2013 - 01.02.2014 1502 - 003

Kommentar The aim of this lecture is to present an overview of basic syntactic categories, analytical methods and theoretical frameworks that are needed for a comprehensive and systematic description and analysis of the syntax of English as it is written today. Different grammatical concepts will be introduced, such as parts-of-speech or word classes, sentence elements or phrases, and clause types. We will recognise that these concepts are not fixed linguistic entities but are described differently in grammars of English. Several varying approaches to these concepts will be discussed. One focus throughout this lecture is to introduce the students to the ‘art’ or science of syntactic argumentation.

Required Reading

Please refer to the course page on StudIP.


Phonetics and Phonology

Vorlesung, SWS: 2
Altendorf, Ulrike

Di wöchentl. 16:00 - 18:00 22.10.2013 - 01.02.2014 1208 - A001

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


Focus Module
Literature and Literary Journalism of the 1930s

Seminar, SWS: 2, Max. Teilnehmer: 25
Grünkemeier, Ellen

Do wöchentl. 10:00 - 12:00 17.10.2013 - 01.02.2014  1502 - 615

Kommentar
In this seminar we will read and analyse (non-)fictional texts that explore the economic depression of the 1930s. In their accounts of the ‘great industrial wastelands’ in the North of England, writers address mass unemployment, poverty, malnutrition and people’s ways of dealing with the pressing financial, social and political concerns of the day. We will begin with Walter Greenwood’s realist novel Love on the Dole (1933) which explores the hardships of the working-class Hardcastle family. We will move on to George Orwell’s The Road to Wigan Pier (1937), a milestone in modern literary journalism, in which Orwell depicts the living conditions of unemployed miners. Finally, we will turn to Winifred Holtby’s novel South Riding (1936), a portrait of a fictional Yorkshire community in the long aftermath of the First World War. We will engage in close readings of these texts in terms of genre, narration, focalisation, plot lines, character construction and constellation. We will also locate the texts in their cultural, political and historical contexts, with special emphasis on issues such as gender, class and power as well as the living conditions in the industrial North.

Assessment Tasks – will be specified in class  ● Registration – StudIP 1.9.2013 - 30.9.2013  ● Size restriction – 25  ● Prerequisites – AmerBritF1 ● Studiengänge – FüBA, BSc TE, LG 3. Fach ● Further Information – ellen.gruenkemeier@engsem.~

New British Documentary Theatre

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

Mo wöchentl. 14:00 - 16:00 14.10.2013 - 01.02.2014  1502 - 613
Kommentar
The seminar will introduce students to one of the more conspicuous trends in recent British theatre: the rise of the documentary play, i.e. plays whose dialogues are strictly based on recorded material (e.g. documents, interviews). We will engage with representative examples of this trend, combining structural analysis with historical contextualisation and, most importantly, a discussion of the moral, ethical and political implications of the forms and methods used by the documentary dramatists. The example texts that we will read in the seminar represent the two most prominent types of recent British documentary theatre, the so-called verbatim and tribunal plays.

Bemerkung
LingF3

Required Reading (any editions will do):
Greenwood, Walter. Love on the Dole (1933)
Orwell, George. The Road to Wigan Pier (1937)
Holtby, Winifred. South Riding (1936)
Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2013 - 30.9.2013 ● Size restriction – 30 ● Prerequisites – AmerBritF1 ● Studiengänge – FüBA, BSc TE, MEd LG, LG 3. Fach ● Further Information – lucia.kraemer@engsem.

Bemerkung

Literatur

Required Reading

Please purchase the following books:


Recommended Reading


The Sonnet in English

Seminar, SWS: 2
Bennett, Peter

**Di** wöchentl. 14:00 - 16:00
15.10.2013 - 01.02.2014 1502 - 615

**Kommentar**

Originating in Italy in the 13\(^{\text{th}}\) century and defined by its (more or less) fixed, fourteen-line form, the sonnet came into the English language in the early 16\(^{\text{th}}\) century. It flourished in England between 1580 and 1610, after which, with just a few exceptions, the form was neglected until the Romantic period. Sonnet-writing thereafter continued into the Victorian era and into, through and beyond the 20\(^{\text{th}}\) century. Over those four and a half centuries, the theme of the sonnet in English has shifted well beyond the original, male-voiced profession of love to a woman. As well as direct retorts to that stereotype address, the sonnet has been opened up to embrace numerous other themes.

We shall study a selection of sonnets from across the centuries and from different quarters of the English-speaking world. In doing so, we shall try to identify, contextualize and understand the various developments and deviations from earliest sonnet conventions.


Bemerkung

Literatur

Required Reading


Advanced Literature and Culture

Mission und Missionierung in den Amerikas. Geschichte und Imagination

Seminar, SWS: 2
Hatzky, Christine | Mayer, Ruth

**Di** wöchentl. 12:00 - 14:00
15.10.2013 - 01.02.2014 1502 - 609

**Kommentar**

Der Kurs ist als interdisziplinäre Kooperation zwischen den (North) American Studies und der Geschichte Lateinamerikas angelegt und befasst sich mit der Geschichte der christlichen Missionen, die mit der Kolonialgeschichte Süd- und Nordamerikas eng verwoben ist, denn Christianisierung und „Zivilisierung“ waren

Bemerkung

AmerA / AAS2, AAS3

Literatur


Modern Romance from Catherine Cookson to Rosamunde Pilcher

Seminar, SWS: 2, Max. Teilnehmer: 30
Emig, Rainer

Do wöchentl. 14:00 - 16:00 17.10.2013 - 01.02.2014 1502 - 703

Kommentar

Although Romance dates back to the Middle Ages and used to possess considerable cultural status, with the advent of the novel in the eighteenth century it was downgraded to an escapist form often associated with a naïve female readership. These prejudices still hold true for many examples of modern romances whose mass appeal does not endear them to literary and cultural scholars. The seminar will engage in an even-handed fashion with three prominent examples of modern romance writers. Their works will be used to analyse dominant patterns (and clichés) of the genre, but also its possible contributions to debates on gender, class, region, and even politics. The course will also look at film and TV versions of the texts studied. Students are asked to have read Snow in April before the first session.

Language in class – English ● Assessment Tasks – Presentation of c. 15 minutes or critical summary of a secondary text for Studienleistung; essay of approx. 5,000 words for Prüfungsleistung ● Registration – StudIP 1.9.2013-30.9.2013 ● Size Restriction – 30 ● Prerequisites – AmerF4/ BritF4 (for FüBA and MEd students), none for others ● Studiengänge – FüBA, LG 3. Fach, MAAS, MEd LG ● Further information – rainer.emig@engsem.com

Bemerkung

BritA / AAS2, AAS3, AAS4

Literatur

Required Reading:

Recommended Reading:

The American Revolution: The British Perspective

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

Winter 2013/14

Mo 14-täglich 10:00 - 12:00 14.10.2013 - 01.02.2014 1502 - 613
Sa 16.11.2013 - 16.11.2013
Sa 18.01.2014 - 18.01.2014

Kommentar
This seminar will examine the representation of a key moment in the history of British colonialism: the American Revolution (or American War of Independence), which led to the break of thirteen North American colonies from the British Empire and their formation of the United States of America. This was of course a pivotal moment in the history of both the US and Great Britain, and has been interpreted and represented quite differently in both countries.

We will analyse how these events were and have been approached and interpreted in Britain. However, an exclusively British perspective would inevitably lead to a problematically one-sided view. We will therefore exchange our results with a group of students from the TU Braunschweig, who will be working on the North American perspective of the historical events and their representation. In order to combine our findings, the groups from Hannover and Braunschweig will convene for extended sessions on two Saturdays during the semester (16 November and 18 January). One of these meetings will take place in Hannover, the other one in Braunschweig (you can use your Semester ticket to get there). Because of these two extended sessions, the rest of the seminar will be held in bi-weekly sessions.

Assessment Tasks – will be specified in class
Size restriction – 25
Prerequisites – AmerF4/BritF4 (for FBA and MEd students), none for others
Studiengänge – FüBA., MAAS, MEd LG, LG 3. Fach
Further Information – lucia.kraemer@engsem.~

Bemerkung
Kurs am Montag 14-täglich + 2 Blockveranstaltungen am Sa, 16.11.2013 und Sa, 18.01.2014

BritA / AAS2, AAS4

Literatur

Required Reading

A course reader with the texts for the seminar will be available from copy shop Stork (Körnerstraße) from 1 October.

The Holocaust and American Culture

Seminar, SWS: 2
Twelbeck, Kirsten

Do wöchentl. 10:00 - 12:00 17.10.2013 - 01.02.2014 1502 - 609

Kommentar
How has the Holocaust changed and shaped American culture? What may at first sound like an odd question makes sense if one considers the post-WWII distrust of the "masses" among American intellectuals, the mid twentieth-century emphasis on civil rights, and the urgent call for human rights standards world-wide. The European catastrophe of genocide has also influenced American Jewish identities profoundly, to the extent that -- as Peter Novick has argued -- the Shoah has come to define how American Jews understand themselves, and are understood by others. This seminar examines how the catastrophe of the Holocaust has been appropriated in American culture since the late nineteen-forties. We will look into the ongoing debate regarding the representation of the Holocaust, and its political and cultural consequences. Starting from the assumption that the horrors of Auschwitz need no artistic amplification, we will investigate a broad spectrum of cultural expressions that have emerged despite this warning, including literature, (documentary and non-documentary) film, graphic novels, and memorial culture. Our discussion will involve a constant process of self-reflection as well: the fact that most of us are German, non-Jewish, and born after the Holocaust, may influence how we perceive of the way the Holocaust is discussed and represented in American culture.

Required Reading

Please refer to the course page on StudIP.

Recommended Reading


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**The Plays of Samuel Beckett**

**Seminar, SWS: 2**

**Bennett, Peter**

**Fr wöchentl.** 12:00 - 14:00 18.10.2013 - 01.02.2014 1502 - 703

**Kommentar**

Austere and minimalist in form and often laced with humour, Beckett’s plays dramatize the condition of human existence through bleak, allegorical situations and abstract scenarios. Beckett’s work has provided a limitless playground for critics, so much so that it is easy to lose sight of the verbal and visual expressiveness of the plays themselves under the sheer volume of erudite and sometimes posturing commentary. We shall not ignore critical opinion, but bypass it initially in order to attend to the fact that Beckett’s plays are pre-texts for performance. We shall therefore take account of all signifying elements: not just the language in its referential form, but also the effects of sound and silence, timing, setting, stage objects, costume, movement, position, light and darkness.

**Warning:** the sessions will not necessarily be conducted in the sitting position.


**Bemerkung**

BritA / AAS2

**Literatur**

Students are urged to procure copies of the following pre-texts:

*Waiting for Godot* (bring your copy to the first meeting).

*Endgame*

*Happy Days*

We shall also work on some of the shorter pieces, which will be made available in the seminar.

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

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

**Mayer, Ruth**

**Mo wöchentl.** 12:00 - 14:00 14.10.2013 - 01.02.2014 1502 - 609

**Kommentar**

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

**Required Reading**

Please refer to the course page on StudIP.

Bemerkung AmerA, AAS2, AAS3

**Women in Late 19th-Century Poetry**

Seminar, SWS: 2, Max. Teilnehmer: 25  
Funk, Wolfgang

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<td>05.02.2014 - 05.02.2014</td>
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<td>Do</td>
<td>Einzel</td>
<td>09:00 - 15:00</td>
<td>06.02.2014 - 06.02.2014</td>
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Kommentar

In this course, we will look at a variety of poems by female writers from the late part of the 19th century, such as Constance Naden, Mathilde Blind, May Kendall and others. We will investigate how these poets employ scientific, socio-political and intellectual discourses of their time in order to question prevalent gender constellations and to contribute to the struggle for women’s rights. We will start by exploring the cultural background against which these texts have to be read. Particular emphasis will be placed on the emerging theories of evolution and their reverberations for human self-understanding. In a second step, we will then examine the aesthetic echoes of these theories by way of close readings of selected poems.

*Reader* – will be available from copy shop Stork from 15 October  
*Assessment Tasks* – will be specified at the first meeting  
*Size restriction* – 25  
*Prerequisites* – AmerF4/ BritF4 (for FüBA and MEd students), none for others  
*Studiengänge* – FüBA, MAAS, MEd LG, LG 3. Fach, Transformation Studies  
*Further Information* – wolfgang.funk@engsem.

Bemerkung

Dates, times and rooms for the Blockseminar will be decided at the initial meeting.

Literatur

**Required Reading:**

Will be specified at the initial meeting

**Recommended Reading:**


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**Masterarbeit / Master Thesis**

**Die Abschlussarbeit in der Linguistik**

Kolloquium, SWS: 2  
Schulze, Rainer

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Kommentar

Once the research is over, the question of how to write each chapter of a thesis or dissertation remains. This seminar will introduce first-time thesis-writers to the process of writing up (non-) empirical research. To help students understand what content and structure are appropriate for the different parts of a thesis, we will present a range of options, illustrating them with analyses of and commentary on sections from our own research or from real Bachelor or Masters Theses in English linguistics. We will especially focus on the major problems encountered by Germans writing in English. These problems will include overall text organisation, academic text conventions (style sheet!), sentence construction, idiomatic phrasing, argumentation and style, and, not to forget: proper oral presentation. We will also address major prerequisites for doing research, i.e. choosing an area, getting organised, using resources, doing theory-only projects, setting up data-based research, avoiding plagiarism, etc.

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

*Studiengänge* – FüBA, BSc TE, MEd  
*LbS, FAL, MEd LG*  
*Further Information* – rainer.schulze @engsem.
### Forschungskolloquium

<table>
<thead>
<tr>
<th>Kolloquium, SWS: 2</th>
<th>Emig, Rainer</th>
<th>Gohrisch, Jana</th>
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<tr>
<td><strong>Kommentar</strong></td>
<td>Dieses Kolloquium soll Doktorand/innen und Habilitand/innen der Anglistik die Möglichkeit geben, ihre Projekte im kleinen Kreis vorzustellen und zu diskutieren. Language in class – English/German ● <strong>Registration</strong> – none ● <strong>Size Restriction</strong> – none ● <strong>Studiangänge</strong> – FüBA, LG 3. Fach, MEd LG, MAAS ● <strong>Further information</strong> – rainer.emig@engsem.~</td>
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### Kolloquium zum Studienabschluss in der Didaktik

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<tr>
<th>Kolloquium, SWS: 1</th>
<th>Becker, Carmen</th>
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<tr>
<td><strong>Kommentar</strong></td>
<td>Das Examensseminar ist geeignet für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelor oder Master). Die Arbeiten werden konzeptionell beraten und begleitet. <strong>Registration</strong> – StudIP 11.9.2013 - 30.9.2013 ● <strong>Prerequisites</strong> – None ● <strong>Further Information</strong> – carmen.becker@engsem.~</td>
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### Kolloquium zum Studienabschluss in der Linguistik

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<th>Kolloquium, SWS: 2</th>
<th>Max. Teilnehmer: 20</th>
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<td><strong>Kommentar</strong></td>
<td>The colloquium is geared to students who are writing or who consider writing their BA or MA thesis in (Learner) Corpus Linguistics or Language Variation or have chosen (Learner) Corpus Linguistics or Language Variation as an oral MA examination topic. We will review theoretical issues related to both areas and practice hands-on skills in using computer corpora or designing (online) questionnaires. Participants planning to write their BA or MA thesis in (Learner) Corpus Linguistics or Language Variation will be assisted in finding adequate topics, formulating research objectives and creating their own research design. They will be accompanied throughout their writing process and will <strong>have to present results and problems in class at least once</strong>. Participants preparing for an oral exam in Linguistics will also be assisted in finding an adequate topic and relevant literature. They will have the opportunity of discussing their &quot;Thesenpapier“ and of practicing oral exams through a mock exam. <strong>Registration</strong> – StudIP 1.9.2013 - 30.9.2013 ● <strong>Size restriction</strong> – 20 ● <strong>Studiangänge</strong> – FüBA, BSc TE, MEd LbS, FAL, MEd LG ● <strong>Further Information</strong> – ulrike.altendorf@engsem.~</td>
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### Kolloquium zum Studienabschluss in der Literatur- und Kulturwissenschaft

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<tr>
<th>Seminar, SWS: 2</th>
<th>Gohrisch, Jana</th>
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<tr>
<td><strong>Kommentar</strong></td>
<td>Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (FüBA, MA Advanced Anglophone...</td>
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</table>
Studies, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft 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.


Bemerkung

Interdisziplinär: Atlantic Studies

Literatur

Recommended Reading


Pädagogisches Handeln in der Schule (EW 1)

Pädagogische Kontexte (EW 2)

Psychologie in Erziehung und Unterricht

Integrated English Practice

SPTOP

Contexts of English Use

SPEP

SPVE

Linguistic Survey

Ergänzungsstudiengang Lehramt an Gymnasien - Fach Englisch

Foundations Linguistics

Introduction to Linguistics I

Vorlesung, SWS: 2
Shahrokny-Prehn, Arian

Mo wöchentl. 08:00 - 10:00 21.10.2013 - 01.02.2014 1502 - 003
Kommentar

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

In order to achieve this, it provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology or idiomatics, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in the summer term 2014.

Reader – copy shop Stork (Körnerstraße) from 1 October
Registration – Doodle 01.09.2013 – 16.10.2013
Studiengänge – FüBA, BSc TE, 3. Fach LG
Further Information – arian.shahrokny@engsem~.~, caroline.gerckens@engsem~ or meike.pfaff@engsem~

Bemerkung

Introduction to Linguistics I

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

Di wöchentl. 08:00 - 10:00 22.10.2013 - 01.02.2014 1502 - 003
Kommentar

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

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Reader – copy shop Stork (Körnerstraße) from 1 October
Registration – Doodle 01.09.2013 – 16.10.2013
Studiengänge – FüBA, BSc TE, 3. Fach LG
Further Information – arian.shahrokny@engsem~.~, caroline.gerckens@engsem~ or meike.pfaff@engsem~

Bemerkung

Introduction to Linguistics I

Vorlesung, SWS: 2
Pfaff, Meike

Do wöchentl. 10:00 - 12:00 24.10.2013 - 01.02.2014 1502 - 003
Kommentar

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

In order to achieve this, it provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology or idiomatics,
and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in the summer term 2014.

Reader – copy shop Stork (Körnerstraße) from 1 October ● Registration – Doodle 01.09.2013 – 16.10.2013 ● Studiengänge – FüBA, BSc TE, 3. Fach LG ● Further Information – arian.shahrokny@engsem.~, caroline.gerckens@engsem~ or meike.pfaff@engsem.~

Bemerkung

Introduction to Linguistics II

Vorlesung, SWS: 2
Schulze, Rainer

Mo wöchentl. 16:00 - 18:00 14.10.2013 - 01.02.2014 1502 - 703

Kommentar

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

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

Reader – copy shop Stork (Körnerstraße) from 1 April ● Registration – StudIP 1.9.2013 - 30.9.2013 ● Prerequisites – LingF1 ● Studiengänge – FüBA, MEd LbS., 3. Fach LG ● Further Information – rainer.schulze @engsem.~

Bemerkung

Foundations Methodology of Teaching English as a Foreign Language

DidF1
Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 40
Vahbrook, Dirk

Mo wöchentl. 16:00 - 18:00 14.10.2013 - 01.02.2014 1502 - 609

Kommentar

This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Reader ● Assessment Tasks – regular attendance; one passed quiz, MLP, learning journal ● Registration – StudIP 1.9.2013 - 30.9.2013 ● Size restriction – 40 ● Prerequisites – None ● Studiengänge – FüBA, BSc TE, 3. Fach LG ● Further Information – carmen.becker@engsem.~ / dirk.vahbrook@engsem~ / dirk.lange@engsem.~ / alexander.woltin@engsem.~

Bemerkung

Literatur

Required Reading

Please see the course page on StudIP.
This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

**Reader**
- **Assessment Tasks** – regular attendance; one passed quiz, MLP, learning journal
- **Size restriction** – 40
- **Prerequisites** – None
- **Studiengänge** – FüBA, BSc TE, 3. Fach LG
- **Further Information** – carmen.becker@engsem.~ / dirk.vahbrook@engsem~ / dirk.lange@engsem.~ / alexander.woltin@engsem.~

**Required Reading**
Please see the course page on StudIP.
This seminar will provide students with the basic knowledge of Content Language Integrated Learning practiced at German schools. Participants will gain some relevant theoretical background on the application of CLIL. Credits can be obtained by presenting a theoretical CLIL topic and preparing a sequence from a CLIL lesson. Trainee teachers from Hanover’s Studienseminar are also welcome, and the participation of the two groups should provide an opportunity for discussion of theoretical and practical aspects.

Assessment Tasks – will be specified in class. Registration – StudIP 1.9.2013
DidF1 Studiengänge – FüBA, BSc TE, 3. Fach LG. Further Information –
celia.ball@engsem.~

European Projects for Lifelong Learning

Seminar, SWS: 2, Max. Teilnehmer: 25
Fallmann, Gabriela

Mi wochentl. 14:00 - 16:00 16.10.2013 - 01.02.2014 1502 - 615

The seminar will be divided into two phases: We will first deal with intercultural communicative competence as far as theoretical concepts are concerned. We will focus on different definitions and models as well as the difficulty of assessing intercultural communicative competence. We will then take part in a Comenius project at my school, Ratsgymnasium Peine. Nine European partners have agreed on starting a multicultural partnership with the title FOLKLOR. The main aim is to become acquainted with each other and to explore traditional local legends and the traditions linked to local festivals. The school students will therefore explore narratives like folktales, traditional songs and proverbs. We will support the school students during their project work (e.g. prepare products for the project blog/ website, communicate with European partners, and prepare a project meeting in Germany in March). We will also analyse the potential of the project for developing intercultural communicative competence.

Reader – copy shop Stork (Körnerstraße) from 1 October. Assessment Tasks –
25. Prerequisites – DidF1. Studiengänge – FüBA, BSc TE, 3. Fach LG. Further Information –
gabriela.fellmann@engsem.~


You will find general information about Comenius projects on the following website: http://ec.europa.eu/education/comenius/multilateral_en.htm (15/05/2013)

Advanced Methodology

DidA
English as Lingua Franca. Sociocultural and Pedagogical Perspectives

Winter 2013/14
Research into the linguistic forms and uses of English as a lingua franca has gained considerable momentum over the past decade. There are a number of reasons for this development, which can be found on a European and on a global level. Undoubtedly, the English language has become the medium of globalisation and it is itself deeply affected by globalisation. As a result, many and new kinds of Englishes all over the world have come into being, and these give rise to a number of questions relating to, for example:

- The impact of English as a Lingua Franca (ELF) on speakers’ identities: Are ELF and its many manifestations, ideologically speaking, neutral forms of English or do they foster Englishisation and Americanisation of other languages and cultures? If so, how could these processes be evaluated?
- The teaching of English (as a lingua franca): How could the development of English as a lingua franca be reflected in English language classrooms, for non-native learners, but possibly also for pupils in the ‘real’ English-speaking world? Do we need new teaching models? If so, how could they be legitimized, what could they look like and how could they be implemented in the classroom?

For technical reasons, the class cannot take place every week. There will be about three extra sessions on Wednesday afternoon (14-18) to make up for morning classes that have to be cancelled. Participants of the seminar are expected to be available at these times.

This course will review the research on interlanguage variation and consider the implications of this variation in the process of foreign language learning and teaching. The impact of social context upon the development of interlanguage will be discussed. You will be encouraged to organize a workshop on how to assess learners’ texts and how to give feedback. Furthermore, we will deal with the European Language Portfolio and portfolio assessment in particular.

**Assessment Tasks** – SL: participation/oral contribution/project, PL: Hausarbeit in DidA1 or DidA2 ● **Registration** – StudIP 1.9.2013 - 30.9.2013● **Size restriction** – 25 ● **Prerequisites** – DidF1 + DidF2 ● **Studiengänge** – MEd LG, MEd LBS, 3. Fach LG ● Further Information –carmen.becker@engsem~

Students enjoy watching movies and television for a variety of reasons. For one, they receive exposure to authentic language in a non-threatening setting. Secondly, movies and videos provide common ground for students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003.
This course is designed to help you to teach especially short (fictional and non-fictional) films: documentaries, docufictions, mockumentaries, docudramas etc. One of the objectives of the course will be to critically analyse and understand the purpose for the use of basic film/video techniques and methods for teaching them to students. The seminar will be embedded within the 12th Up-and-Coming International Film Festival in Hannover (21.-24.11.2013) [http://www.up-and-coming.de] which is designed to be a national and international competition for young film makers (up to 27) every two years. During the seminar we will analyze the winning films of the 2011 festival and will have the opportunity to view all selected 2013 films along with the jury for the first time. Participants of the seminar are expected to analyse critically one international film of interest from the competition and write a review of it. Furthermore, participants will have the chance to discuss with some film makers.

For technical reasons, the class will be organized as a ‘Blockseminar’. There will be sessions on 1 November (10 a.m.-4 p.m at LUH) and 21 – 23 November (12 noon - 9 p.m. in town) [festival time] Participants of the seminar are expected to be available at these times.


**Bemerkung**

**Literatur**

Required and recommended Reading

On course page (StudIP)

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**Visible Learning for the EFL Classroom**

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

Becker, Carmen

Di wöchentl. 10:00 - 12:00 15.10.2013 - 01.02.2014 1502 - 615

Kommentar

The concept of visible learning was first introduced through John Hattie’s study Visible Learning, one of the largest collections of evidence-based research on influences on learning outcomes and student achievement. This course will review Hattie’s study thoroughly. His findings will be discussed and the most effective influences on student achievement will be examined. These include student self-reporting grades, formative evaluation, teacher clarity, reciprocal teaching, feedback, teacher-student relationships, meta-cognitive strategies, self-verbalisation/questioning, teacher professional development, and problem-solving teaching. Their impact on the language-learning classroom can then be evaluated. You will be encouraged to develop models for visible learning in the EFL classroom and take the first step towards finding the "Holy Grail" for teaching and learning.


**Bemerkung**

**Literatur**

Recommended Reading


Please note: In preparation for the class, Hattie (2012) is to be read before the beginning of the winter term!
Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M. Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Für die noch traditionellen Studiengänge (Staatsexamen) ist diese Veranstaltung praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren. Sie ist praktikumsersetzend, wenn Sie das Fachpraktikum in einem anderen Fach durchlaufen.


Assessment Tasks – cf. Seminarplan
Size restriction – 25
Prerequisites – DidF + ASP
Studiengänge – MEd
LBS, MEd LG, LG 3. Fach
Further Information – carmen.becker@engsem.~ oder gabriela.fellmann@engsem.~

DidPA

Recommended Reading

Planung und Analyse von Englischunterricht

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M. Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Für die noch traditionellen Studiengänge (Staatsexamen) ist diese Veranstaltung praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren. Sie ist praktikumsersetzend, wenn Sie das Fachpraktikum in einem anderen Fach durchlaufen.

**Intermediate Linguistics**

**English Sentences**

**Vorlesung, SWS: 2**

Schulze, Rainer

**Kommentar**

The aim of this lecture is to present an overview of basic syntactic categories, analytical methods and theoretical frameworks that are needed for a comprehensive and systematic description and analysis of the syntax of English as it is written today. Different grammatical concepts will be introduced, such as parts-of-speech or word classes, sentence elements or phrases, and clause types. We will recognise that these concepts are not fixed linguistic entities but are described differently in grammars of English. Several varying approaches to these concepts will be discussed. One focus throughout this lecture is to introduce the students to the ‘art’ or science of syntactic argumentation.

**Required Reading**

Please refer to the course page on StudIP.


**Prerequisites** – LingF1-LingF2

**Studiengänge** – FüBA, 3. Fach LG, MEd LG, MEd LbS

**Further Information** – rainer.schulze@engsem.~

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**History of the English Language**

**Seminar, SWS: 2**

Pfaff, Meike

**Kommentar**

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

As part of their Prüfungsleitung, students are required to give a 15-minute presentation and write a term paper of 2,000 word length on the same topic. Regular attendance and active participation are also a requirement for this course! The syllabus, course readings and assignments, and general organizational issues will be discussed in the first session.

**Recommended Reading**


**Introduction to Cognitive Linguistics**

Seminar, SWS: 2, Max. Teilnehmer: 35
Shahrokny-Prehn, Arian

| Mo wöchentl. | 14:00 - 16:00 14.10.2013 - 01.02.2014 1502 - 615 |
| Mo Einzel    | 14:00 - 16:00 27.01.2014 - 27.01.2014 1502 - 809 |
| Kommentar    | Cognitive Linguistics is a school of thought – rather than a single theory – that emerged from a dissatisfaction with primarily formal approaches to language description. It combines a number of individual strands of theory that all share the basic caveat that language is a part of our cognitive abilities and therefore follows certain general cognitive principles. Over the course of the semester we will learn more about the different theories within the cognitive enterprise and deal with topics such as Prototype Theory, conceptual metaphors and metonymies, frames, blends, etc. An electronic reader will be made available via StudIP. |

**Phraseology**

Seminar, SWS: 2, Max. Teilnehmer: 20
Gerckens (M. A.), Caroline

| Mi wöchentl. | 08:00 - 10:00 16.10.2013 - 01.02.2014 1502 - 615 |
| Mi Einzel    | 08:00 - 10:00 23.10.2013 - 23.10.2013 1502 - 809 |
| Mi Einzel    | 08:00 - 10:00 20.11.2013 - 20.11.2013 1502 - 809 |
| Mi Einzel    | 08:00 - 10:00 27.11.2013 - 27.11.2013 1502 - 809 |
Barking up the wrong tree, heavy rain, to make a claim or to drop out: what do these examples have in common? They are all considered to be multi-word units and therefore of phraseological nature. According to Cowie (1994: 3168), phraseology is "the study of the structure, meaning and use of word combinations". These word combinations can come in different shapes and forms. The field of phraseology is characterised by a great variation in terminology and definitions.

During this seminar, we will look at the different approaches to phraseology and try to "disentangle the phraseological web" (Granger & Paquot, 2008: 27). There will be some sessions devoted to phraseological corpus linguistic research. Because phraseology also plays an important part in foreign language teaching, we will spend some time on pedagogical implications of phraseological research.

Reader – copy shop Stork (Körnerstraße) from 1 October
disciplines, including Second Language Acquisition and Cognitive Linguistics. Seminar papers will be mostly empirical.

Reader – copy shop Stork (Körnerstraße) from 1 October
Registration – StudIP
01.09.2013 – 30.09.2013
Size restriction – 20
Prerequisites – LingF1-LingF4
Studiengänge – FüBA, 3. Fach LG, MEd LG, MEd LbS, FAL
Further Information – ulrike.altendorf@engsem.

Bemerkung
LingA2, FAL2, FAL7

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

Seminar, SWS: 2
Altendorf, Ulrike | Lotze, Netaya

Di wöchentl. 14:00 - 16:00 22.10.2013 - 01.02.2014 1502 - 503
Di Einzel 18:00 - 20:00 19.11.2013 - 19.11.2013 1502 - 116
Di Einzel 18:00 - 20:00 14.01.2014 - 14.01.2014 1502 - 116

Kommentar
Linguistik ist weitaus mehr als grammatische Analyse… LinguA³ vermittelt interdisziplinär Einblicke in linguistische Anwendungsgebiete aus Spitzenforschung und Praxis.
Durch inhaltliche Vor- oder Nachbereitung der Vorträge im Begleitseminar können Sie Prüfungsleistungen (Referat + Ausarbeitung) oder Studienleistungen (Referat) erwerben.
Durch organisatorische Mitarbeit können Sie Schlüsselkompetenzen (Palakt-, Flyer-Werbung, Pressemitteilung, Anmoderation) oder auch Studienleistungen (Protokoll oder Bericht) erwerben.
Das Seminar ist eine fächerübergreifende Veranstaltung der Germanistik und der Anglistik. Englischkenntnisse auf Abiturniveau werden vorausgesetzt.

Bemerkung
Teilnehmerzahl: 25, Anmeldung über Stud.IP.

Principles of Language Change

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

Mi wöchentl. 10:00 - 12:00 16.10.2013 - 01.02.2014 1502 - 809

Kommentar
This course will review language-external and language-internal principles of language change. Language-external factors to be treated will be, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms will comprise the notions of markedness and naturalness as well as the economy of the language system.
The course requires a solid knowledge of phonetics and phonology.

Reader – copy shop Stork (Körnerstraße) from 1 October
Registration – StudIP
01.09.2013 – 30.09.2013
Size restriction – 25
Prerequisites – LingF1-LingF4
Studiengänge – FüBA, 3. Fach LG, MEd LG, MEd LbS, FAL
Further Information – ulrike.altendorf@engsem.

Bemerkung
LingA1, FAL4

Projects in Linguistics
This seminar is assumed to be an essential guide for all those who intend to embark on a research project or research-type project work (‘Abschlussarbeit’ and/or ‘Prüfungsleistung’) in English linguistics.

The seminar will be arranged in two parts. Part I will be divided into classes covering some of the major sub-disciplines most commonly chosen by students for their projects. Within each of the classes, there will be a brief review of introductory texts, a list of major journals and a brief account of the major research areas. There will also be countless suggestions for projects. These will be specifically aimed at the needs of the students who are required to engage with data of some kind, but who are also expected to make an original contribution to the field of their choice. Part II will contain sections on methodology that provide techniques and guidance on how to set up and run research. This part will be supplemented by tools that offer guidance in practical procedures and specific information that is often needed but not always easy to find. The final part of this seminar will discuss ways of presenting one’s project in the required format, whether oral or written, including guidance on referencing and on how to avoid plagiarism. Areas of study will include: structure and meaning, style in spoken and written texts, language and gender, accents and dialects of English, history of English, and computer-mediated communication.

Required Reading


Please check StudIP for updates and additional information as the semester approaches.


Foundations Literature and Culture

AcadF
Introduction to Academic Writing and Research

The course will teach students the skills required for academic study. It will make students reflect on their choice of English as a subject and outline what will be expected of them in the course of their studies. It will explain the set-up of the degree schemes in English Studies. It will familiarise students with the services (e.g. libraries), tools and media (e.g. dictionaries, anthologies, data bases) that support successful study and research in their subject. It will also teach them to develop arguments and theses. A further aspect of the course is learning to read scholarly essays and books profitably and critically. Finally, basic academic conventions for footnotes and references will be practiced.

Language in class – English/German ● Assessment Tasks – regular attendance, active participation in class, several small tests for Studienleistung ● Registration – via
Introduction to Academic Writing and Research

Seminar, SWS: 1
Emig, Rainer

Do wöchentl. 10:00 - 11:00 24.10.2013 - 01.02.2014 1502 - 703

The course will teach students the skills required for academic study. It will make students reflect on their choice of English as a subject and outline what will be expected of them in the course of their studies. It will explain the set-up of the degree schemes in English Studies. It will familiarise students with the services (e.g. libraries), tools and media (e.g. dictionaries, anthologies, data bases) that support successful study and research in their subject. It will also teach them to develop arguments and theses. A further aspect of the course is learning to read scholarly essays and books profitably and critically. Finally, basic academic conventions for footnotes and references will be practised.

Language in class – English/German ● Assessment Tasks – regular attendance, active participation in class, several small tests for Studienleistung ● Registration Doodle 01.09.13 - 16.10.13 (NOT via StudIP!) ● Prerequisites – None ● Studiengänge – FüBA, BSc TE, LG 3. Fach ● Further information – rainer.emig@engsem~

AcadF

Recommended Reading:
### AmerBritF1

**Introduction to Literary Studies**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2</th>
<th>Mayer, Ruth</th>
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</thead>
<tbody>
<tr>
<td>Mo wöchentl. 10:00 - 12:00 21.10.2013 - 01.02.2014 1502 - 609</td>
<td></td>
</tr>
<tr>
<td>Kommentar</td>
<td>This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills of description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods.</td>
</tr>
<tr>
<td>Bemerkung</td>
<td>AmerBritF1</td>
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</table>

**Required Reading**

Please refer to the course page on StudIP.

*Reader* – download on StudIP ● *Assessment Tasks* – will be specified ● *Registration* – Doodle 01.09.13-16.10.13 (NOT via StudIP!) ● *Prerequisites* – none ● *Studiengänge* – FüBA, BSc, 3. Fach LG ● *Further Information* – ruth.mayer@engsem.

### Introduction to Literary Studies

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 35</th>
<th>Marquardt (Staatsexamen), Johanna</th>
</tr>
</thead>
<tbody>
<tr>
<td>Di wöchentl. 10:00 - 12:00 15.10.2013 - 01.02.2014 1502 - 609</td>
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<tr>
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<tr>
<td>Bemerkung</td>
<td>AmerBritF1</td>
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</tbody>
</table>

**Required Reading**

*Reader* – copy shop Stork (Körnerstraße) from 14 October ● *Assessment Task* – will be specified in class ● johanna.marquardt@engsem.

### Introduction to Literary Studies

<table>
<thead>
<tr>
<th>Seminar, SWS: 2</th>
<th>Grünkemeier, Ellen</th>
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<td>Do wöchentl. 08:00 - 10:00 24.10.2013 - 01.02.2014 1502 - 703</td>
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<tr>
<td>Kommentar</td>
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</tr>
<tr>
<td>Bemerkung</td>
<td>AmerBritF1</td>
</tr>
</tbody>
</table>

**Required Reading**

Introduction to Literary Studies

Seminar, SWS: 2
Emig, Rainer

Kommentar
This course is designed as a general introduction to Literary Studies and aims to familiarise students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills in description, analysis and interpretation. For illustration, we will draw on representative texts from a variety of genres and periods.

Language in class – English
Assessment Tasks – regular attendance, active participation in class, mid-term bibliography exercise, and final exam
Registration – Doodle 01.09.13- 16.10.13 (NOT via StudIP!)
Prerequisites – None
Studiengänge – FüBA, BSc TE, LG 3. Fach
Further information – rainer.emig@engsem

Required Reading:

Survey American Literature and Culture
Survey of American Literatures and Cultures I

Vorlesung, SWS: 2
Twelbeck, Kirsten

Kommentar
This course is designed as a general introduction to Literary Studies and aims to familiarise students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills of description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods.

Reader – copy shop Stork (Körnerstraße) from 14 Oct
Assessment Task – will be specified in class
Registration – via Doodle in Week 1 (NOT via StudIP!)
Size restriction – 35
Prerequisites – none
Studiengänge – FüBA, BSc TE, LG 3. Fach
Further information – jana.goehrish@engsem

Required Reading
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. All the material including power point presentations and handouts will be posted online on StudIP.

Required Reading

Please refer to the course page on StudIP.

Recommended Reading


Reader – course material on StudIP ● Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2013 - 30.9.2013 ● Size restriction – unlimited ● Studiengänge – FüBA, BSc TE, 3. Fach LG, MEd LBS ● Further Information – kirsten.twelbeck@engsem.de

Bemerkung

AmerF2.1

**Survey British Literature and Culture**

Survey of British Literatures and Cultures I

<table>
<thead>
<tr>
<th>Vorlesung, SWS: 2</th>
<th>Emig, Rainer</th>
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<tr>
<td>Fr wöchentl. 12:00 - 14:00 25.10.2013 - 01.02.2014 1208 - A001</td>
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</table>

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; to frame cultural and literary history in the concepts that are relevant for Cultural Studies.

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

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

Language in class – English ● Assessment Tasks – mid-term test for Studienleistung, final 60-minute exam after lecture 2 in the summer term for Prüfungsleistung ● Registration – StudIP 1.9.2013-30.9.2013 ● Prerequisites – None ● Studiengänge – FüBA, BSc TE, LG 3. Fach, MEd LbS ● Further information – rainer.emig@engsem.de

Bemerkung

BritF2.1

**Literatur**

**Recommended Reading**


**Intermediate Literature and Culture**

*AmerBritF3*

Theories and Methods of Literary Studies
Charlotte Brontë’s novel *Jane Eyre* (1847) will serve as the central literary text in this seminar, which introduces students to literary theories and methods and illustrates them by applying them to Brontë’s text. We will cover all the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Queer Theory, Postcolonial Theory as well as New Historicism and Cultural Materialism.

In preparation for class you will be required to familiarize yourselves with the key ideas of these respective approaches and read selected theoretical texts by some of their main representatives. In class, we will then discuss and systematize these ideas and apply them to *Jane Eyre* in order to demonstrate the practical value of these theories and practice their terminologies.

Please buy the Norton Critical Edition of *Jane Eyre* (ed. by Richard Dunn) and read the novel prior to class. A reader with the theoretical texts covered in the seminar will be available from Copyshop Stork (Körnerstraße 3) from the beginning of April.

*Reader – copy shop Stork (Körnerstraße) from 7 October ● Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2013 - 30.9.2013 ● Size restriction – 50 ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students), none for others ● Studiengänge – FüBA, Med, MA AAS ● Further Information – jana.gohrisch@engsem.{~}

**AmerF4 oder BritF4  
Asian American Literature**

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

**Required Reading**
Please refer to the course page on StudIP.

Reader – download on StudIP ● Assessment Tasks – will be specified ●

**Introduction to Film and Media Studies**

Seminar, SWS: 2, Max. Teilnehmer: 25
Denson, Shane

| Do wöchentl. | 10:00 - 12:00 | 17.10.2013 - 01.02.2014 | 1502 - 615 |
| Fr wöchentl. | 12:00 - 14:00 | 18.10.2013 - 01.02.2014 | 1502 - 613 |

**Kommentar**

This course serves to acquaint students with the basic concepts, methods, and theories that frame academic inquiry in the fields of film and media studies. As the title indicates, film will occupy a central position in the course, much as cinema was the dominant medium for most of the twentieth century. In accordance with the broad changes in the media landscape of the late twentieth and early twenty-first centuries, we will later expand our view to include television and new media, but only after securing a firm foundation in the formal and cultural analysis of motion pictures. Central topics include mise-en-scène, cinematography and framing, editing, sound, narrative, and genre, as well as a survey of critical perspectives on film. In addition to preparing weekly readings, students will be required to view a variety of films prior to each class meeting.

**Required Reading**

Timothy Corrigan and Patricia White, *The Film Experience: An Introduction*. Third Edition (!) (Boston: Bedford/St. Martin’s, 2012). Please read the Introduction and Chapter 1 (pages 2-59) prior to the first class meeting!

Additional readings will be made available via Stud.IP.

**Recommended Reading**


Reader – additional readings on Stud.IP ● Assessment Tasks – will be specified ●

**Literature and Literary Journalism of the 1930s**

Seminar, SWS: 2, Max. Teilnehmer: 25
Grünkemeier, Ellen

| Do wöchentl. | 10:00 - 12:00 | 17.10.2013 - 01.02.2014 | 1502 - 615 |

**Kommentar**

In this seminar we will read and analyse (non-)fictional texts that explore the economic depression of the 1930s. In their accounts of the ‘great industrial wastelands’ in the North of England, writers address mass unemployment, poverty, malnutrition and people’s ways of dealing with the pressing financial, social and political concerns of the day. We will begin with Walter Greenwood’s realist novel *Love on the Dole* (1933) which explores the hardships of the working-class Hardcastle family. We will move on to George Orwell’s *The Road to Wigan Pier* (1937), a milestone in modern literary journalism, in which Orwell depicts the living conditions of unemployed miners. Finally, we will turn to Winifred Holtby’s novel *South Riding* (1936), a portrait of a fictional Yorkshire community in the
long aftermath of the First World War. We will engage in close readings of these texts in
terms of genre, narration, focalisation, plot lines, character construction and constellation.
We will also locate the texts in their cultural, political and historical contexts, with special
emphasis on issues such as gender, class and power as well as the living conditions in
the industrial North.

Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2013 -
30.9.2013 ● Size restriction – 25 ● Prerequisites – AmerBritF1 ● Studiengänge –
FüBA, BSc TE, LG 3. Fach ● Further Information – ellen.gruenkemeier@engsem.

Required Reading (any editions will do):

Orwell, George. *The Road to Wigan Pier* (1937)
Holtby, Winifred. *South Riding* (1936)

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**New British Documentary Theatre**

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

Mo wöchentl. 14:00 - 16:00 14.10.2013 - 01.02.2014 1502 - 613

The seminar will introduce students to one of the more conspicuous trends in recent
British theatre: the rise of the documentary play, i.e. plays whose dialogues are
strictly based on recorded material (e.g. documents, interviews). We will engage with
representative examples of this trend, combining structural analysis with historical
contextualisation and, most importantly, a discussion of the moral, ethical and political
implications of the forms and methods used by the documentary dramatists. The example
texts that we will read in the seminar represent the two most prominent types of recent
British documentary theatre, the so-called verbatim and tribunal plays.

Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2013 -
30.9.2013 ● Size restriction – 30 ● Prerequisites – AmerBritF4 ● Studiengänge –
FüBA, BSc TE, MEd LG, LG 3. Fach ● Further Information – lucia.kraemer@engsem.

Required Reading

Please purchase the following books:


Recommended Reading

Hammond, Will and Dan Steward, ed. *Verbatim Verbatim: Contemporary Documentary

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**The Sonnet in English**

Seminar, SWS: 2
Bennett, Peter

Di wöchentl. 14:00 - 16:00 15.10.2013 - 01.02.2014 1502 - 615

Originating in Italy in the 13th century and defined by its (more or less) fixed, fourteen-line
form, the sonnet came into the English language in the early 16th century. It flourished
in England between 1580 and 1610, after which, with just a few exceptions, the form
was neglected until the Romantic period. Sonnet-writing thereafter continued into the
Victorian era and into, through and beyond the 20th century. Over those four and a half
centuries, the theme of the sonnet in English has shifted well beyond the original, male-voiced profession of love to a woman. As well as direct retorts to that stereotype address, the sonnet has been opened up to embrace numerous other themes.

We shall study a selection of sonnets from across the centuries and from different quarters of the English-speaking world. In doing so, we shall try to identify, contextualize and understand the various developments and deviations from earliest sonnet conventions.


Bemerkung

Literatur

Required Reading

In this seminar, we will try to come to terms with twenty-first century motion pictures by thinking through a variety of concepts and theoretical approaches designed to explain their relations and differences from the cinema of the previous century. We will consider the impact of digital technologies on film, think about the cultural contexts and aesthetic practices of contemporary motion pictures, and try to understand the experiential dimensions of spectatorship in today's altered viewing conditions. In addition to preparing weekly readings, students will be expected to view a variety of films prior to each class meeting.

Required Reading

Additional readings will be made available via Stud.IP.

Recommended Reading


AmerA / AAS4
look at film and TV versions of the texts studied. Students are asked to have read *Snow in April* before the first session.

Language in class – English ● Assessment Tasks – Presentation of c. 15 minutes or critical summary of a secondary text for *Studienleistung*; essay of approx. 5,000 words for *Prüfungsleistung* ● Registration – StudIP 1.9.2013-30.9.2013 ● Size Restriction – 30 ● Prerequisites – AmerF4/BritF4 (for FüBA and MEd students), none for others ● *Studienfächer* – FüBA, LG 3. Fach, MAAS, MEd LG ● Further information – rainer.emig@engsem~

Bemerkung

BritA / AAS2, AAS3, AAS4

Literatur

**Required Reading:**


**Recommended Reading:**


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**The American Revolution: The British Perspective**

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

| Mo | 14- täglich 10:00 - 12:00 | 14.10.2013 - 01.02.2014 | 1502 - 613 |
| Sa | 16.11.2013 - 16.11.2013 |
| Sa | 18.01.2014 - 18.01.2014 |

Kommentar

This seminar will examine the representation of a key moment in the history of British colonialism: the American Revolution (or American War of Independence), which led to the break of thirteen North American colonies from the British Empire and their formation of the United States of America. This was of course a pivotal moment in the history of both the US and Great Britain, and has been interpreted and represented quite differently in both countries.

We will analyse how these events were and have been approached and interpreted in Britain. However, an exclusively British perspective would inevitably lead to a problematically one-sided view. We will therefore exchange our results with a group of students from the TU Braunschweig, who will be working on the North American perspective of the historical events and their representation. In order to combine our findings, the groups from Hannover and Braunschweig will convene for extended sessions on two Saturdays during the semester (16 November and 18 January). One of these meetings will take place in Hannover, the other one in Braunschweig (you can use your *Semesterticket* to get there). Because of these two extended sessions, the rest of the seminar will be held in bi-weekly sessions.


Bemerkung

Kurs am Montag 14-täglich + 2 Blockveranstaltungen am Sa, 16.11.2013 und Sa, 18.01.2014

BritA / AAS2, AAS4

Literatur

**Required Reading**
The Holocaust and American Culture

Seminar, SWS: 2
Twelbeck, Kirsten

Do wöchentl. 10:00 - 12:00 17.10.2013 - 01.02.2014 1502 - 609

Kommentar
How has the Holocaust changed and shaped American culture? What may at first sound like an odd question makes sense if one considers the post-WWII distrust of the “masses” among American intellectuals, the mid-twentieth-century emphasis on civil rights, and the urgent call for human rights standards world-wide. The European catastrophe of genocide has also influenced American Jewish identities profoundly, to the extent that -- as Peter Novick has argued -- the Shoah has come to define how American Jews understand themselves, and are understood by others. This seminar examines how the catastrophe of the Holocaust has been appropriated in American culture since the late nineteen-forties. We will look into the ongoing debate regarding the representation of the Holocaust, and its political and cultural consequences. Starting from the assumption that the horrors of Auschwitz need no artistic amplification, we will investigate a broad spectrum of cultural expressions that have emerged despite this warning, including literature, (documentary and non-documentary) film, graphic novels, and memorial culture. Our discussion will involve a constant process of self-reflection as well: the fact that most of us are German, non-Jewish, and born after the Holocaust, may influence how we perceive of the way the Holocaust is discussed and represented in American culture.

Required Reading
Please refer to the course page on StudIP.

Recommended Reading

Reader – copy shop Stork (Körnerstraße) from 1 October
Assessment Tasks – will be specified in class
Size restriction – 25
Prerequisites – AmerF4/BritF4 (for FüBA and Med students), none for others
Studiengänge – FüBA, MAAS, MEd LG, 3. Fach LG
Further Information – kirsten.twelbeck@engsem.

Bemerkung
AmerA, AAS2, AAS3, AAS4

The Plays of Samuel Beckett

Seminar, SWS: 2
Bennett, Peter

Fr wöchentl. 12:00 - 14:00 18.10.2013 - 01.02.2014 1502 - 703

Kommentar
Austere and minimalistic in form and often laced with humour, Beckett's plays dramatize the condition of human existence through bleak, allegorical situations and abstract scenarios. Beckett’s work has provided a limitless playground for critics, so much so that it is easy to lose sight of the verbal and visual expressiveness of the plays themselves under the sheer volume of erudite and sometimes posturing commentary. We shall not ignore critical opinion, but bypass it initially in order to attend to the fact that Beckett’s plays are pre-texts for performance. We shall therefore take account of all signifying elements: not just the language in its referential form, but also the effects of sound and silence, timing, setting, stage objects, costume, movement, position, light and darkness.

Warning: the sessions will not necessarily be conducted in the sitting position.

Assessment Tasks – SL: presentation; PL: term paper
Size restriction – none
Prerequisites – AmerF4/ BritF4 (for FüBA and Med students), none for others
Studiengänge – FüBA, MAAS, MEd LG, 3. Fach
Further Information – peter.bennett@engsem.
Bemerkung

BritA / AAS2

Students are urged to procure copies of the following pre-texts:

*Waiting for Godot* (bring your copy to the first meeting).

*Endgame*

*Happy Days*

We shall also work on some of the shorter pieces, which will be made available in the seminar.

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

Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth

Mo wöchentl. 12:00 - 14:00 14.10.2013 - 01.02.2014 1502 - 609

Kommentar

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

*Required Reading*

Please refer to the course page on StudIP.


**Women in Late 19th-Century Poetry**

Seminar, SWS: 2, Max. Teilnehmer: 25
Funk, Wolfgang

Di Einzel 18:00 - 20:00 15.10.2013 - 15.10.2013 1502 - 615
Sa Einzel 09:00 - 15:00 30.11.2013 - 30.11.2013 1502 - 615
Sa Einzel 09:00 - 15:00 11.01.2014 - 11.01.2014 1502 - 615
Mi Einzel 09:00 - 15:00 05.02.2014 - 05.02.2014 1502 - 703
Do Einzel 09:00 - 15:00 06.02.2014 - 06.02.2014 1502 - 703

Kommentar

In this course, we will look at a variety of poems by female writers from the later part of the 19th century, such as Constance Naden, Mathilde Blind, May Kendall and others. We will investigate how these poets employ scientific, socio-political and intellectual discourses of their time in order to question prevalent gender constellations and to contribute to the struggle for women's rights. We will start by exploring the cultural background against which these texts have to be read. Particular emphasis will be placed on the emerging theories of evolution and their reverberations for human self-understanding. In a second step, we will then examine the aesthetic echoes of these theories by way of close readings of selected poems.

*Reader* – will be available from copy shop Stork from 15 October ● *Assessment Tasks* – will be specified at the first meeting ● *Registration* – StudIP 1.9.2013 - 30.9.2013 ● *Size restriction* – 25 ● *Prerequisites* – AmerF4/ BritF4 (for FüBA and MEd students), none for others ● *Studiengänge* – FüBA, MAAS, MEd LG, 3. Fach LG ● *Further Information* – wolfgang.funk@engsem.

Bemerkung

Dates, times and rooms for the Blockseminar will be decided at the initial meeting.

*Required Reading:

BritA / AAS2, AAS3
Englisches Seminar

Winter 2013/14

Will be specified at the initial meeting.

**Recommended Reading:**


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### Foundations Language Practice

**SP1**

**Vocabulary and Pronunciation**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Gans (M. A.), Anne

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**Kommentar**

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

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

- **Size restriction** – 25
- **Prerequisites** – none
- **Studiengänge** – FüBA, BSc TE, LG 3. Fach
- **Further Information** – anne.gans@engsem.~

**Bemerkung**

SP1

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### SP2

**Advanced Language Practice**

**SP3**

**SP4**

**Composition**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Gans (M. A.), Anne

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**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.

**Assessment Tasks** – SL: two written tasks, PL: 90-min exam

- **Size restriction** – 25
- **Prerequisites** – SP1 + SP2 (or SPAWR + SPCS)
- **Studiengänge** – FüBA, MEd LBS, LG 3. Fach
- **Further Information** – jacob.jones@engsem.~

**Bemerkung**

SP4

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### Integrated English Practice
**English Morphology and Word Formation**

Seminar, SWS: 2, Max. Teilnehmer: 30  
Schulze, Rainer

**Kommentar**  
This seminar will advance state-of-the-art knowledge in this field in a number of respects: It will take the participants through the basic notions in English morphology and word-formation and discuss problematic areas and definitorial questions. The different issues, including the morphological building blocks of English, inflectional morphology, the origin, development and establishment of complex lexemes, productivity, compounding, prefixation, suffixation, conversion, polymorphemic complex lexemes and non-morphemic word-formation processes, will be approached systematically from three different angles focusing on structural, cognitive and sociopragmatic aspects of the field. In this way, new perspectives will be opened particularly on the development and establishment of ‘new’ complex words, on the cognitive functions of word-formation patterns and on the field of conversion. Students and participants alike will be able to use this class not only as a scholarly enrichment of their knowledge and academic skills, but also for preparing exams, term papers and final theses (‘Abschlussarbeiten’ and/or ‘Prüfungsleistungen’).
**Required Reading**


Please check StudIP for updates and additional information as the semester approaches.


**Learner Corpus Research**

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

Mi wöchentl. 18:00 - 20:00 16.10.2013 - 01.02.2014 1502 - 809

**Kommentar**

This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of LCR and the interaction between LCR and other disciplines, including Second Language Acquisition and Cognitive Linguistics. Seminar papers will be mostly empirical.


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

Seminar, SWS: 2
Altendorf, Ulrike | Lotze, Netaya

Di wöchentl. 14:00 - 16:00 22.10.2013 - 01.02.2014 1502 - 503
Di Einzel 18:00 - 20:00 19.11.2013 - 19.11.2013 1502 - 116
Di Einzel 18:00 - 20:00 14.01.2014 - 14.01.2014 1502 - 116

**Kommentar**


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


**Bemerkung**

Teilnehmerzahl: 25, Anmeldung über Stud.IP.
Englisches Seminar

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

Mi wöchentl. 10:00 - 12:00 16.10.2013 - 01.02.2014 1502 - 809

Kommentar
This course will review language-external and language-internal principles of language change. Language-external factors to be treated will be, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms will comprise the notions of markedness and naturalness as well as the economy of the language system.

The course requires a solid knowledge of phonetics and phonology.


Bemerkung
LingA1, FAL4

Projects in Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 30
Schulze, Rainer

Mo wöchentl. 10:00 - 12:00 14.10.2013 - 01.02.2014 1502 - 703

Kommentar
This seminar is assumed to be an essential guide for all those who intend to embark on a research project or research-type project work (‘Abschlussarbeit’ and/or ‘Prüfungsleistung’) in English linguistics.

The seminar will be arranged in two parts. Part I will be divided into classes covering some of the major sub-disciplines most commonly chosen by students for their projects. Within each of the classes, there will be a brief review of introductory texts, a list of major journals and a brief account of the major research areas. There will also be countless suggestions for projects. These will be specifically aimed at the needs of the students who are required to engage with data of some kind, but who are also expected to make an original contribution to the field of their choice. Part II will contain sections on methodology that provide techniques and guidance on how to set up and run research. This part will be supplemented by tools that offer guidance in practical procedures and specific information that is often needed but not always easy to find. The final part of this seminar will discuss ways of presenting one’s project in the required format, whether oral or written, including guidance on referencing and on how to avoid plagiarism. Areas of study will include: structure and meaning, style in spoken and written texts, language and gender, accents and dialects of English, history of English, and computer-mediated communication.

Required Reading

Please check StudIP for updates and additional information as the semester approaches.


Bemerkung
LingA2 / FAL2.2

LingF3

English Sentences
**Englisches Seminar**

Vorlesung, SWS: 2
Schulze, Rainer

**Di wöchentl. 16:00 - 18:00 22.10.2013 - 01.02.2014 1502 - 003**

**Kommentar**

The aim of this lecture is to present an overview of basic syntactic categories, analytical methods and theoretical frameworks that are needed for a comprehensive and systematic description and analysis of the syntax of English as it is written today. Different grammatical concepts will be introduced, such as parts-of-speech or word classes, sentence elements or phrases, and clause types. We will recognise that these concepts are not fixed linguistic entities but are described differently in grammars of English. Several varying approaches to these concepts will be discussed. One focus throughout this lecture is to introduce the students to the ‘art’ or science of syntactic argumentation.

*Required Reading*

Please refer to the course page on StudIP.


**Bemerkung**

LingF3

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**Phonetics and Phonology**

Vorlesung, SWS: 2
Altendorf, Ulrike

**Di wöchentl. 16:00 - 18:00 22.10.2013 - 01.02.2014 1208 - A001**

**Kommentar**

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


**Bemerkung**

LingF3

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**Advanced Language Practice**

**Composition**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Gans (M. A.), Anne

**Di wöchentl. 10:00 - 12:00 15.10.2013 - 01.02.2014 1502 - 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.


**Bemerkung**

SP4

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*SP3*
### Advanced Methodology of Teaching English as a Foreign Language

**DidA1**  
**English as Lingua Franca. Sociocultural and Pedagogical Perspectives**

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<td><strong>Kommentar</strong> Research into the linguistic forms and uses of English as a lingua franca has gained considerable momentum over the past decade. There are a number of reasons for this development, which can be found on a European and on a global level. Undoubtedly, the English language has become the medium of globalisation and it is itself deeply affected by globalisation. As a result, many and new kinds of Englishes all over the world have come into being, and these give rise to a number of questions relating to, for example: The impact of English as a Lingua Franca (ELF) on speakers’ identities: Are ELF and its many manifestations, ideologically speaking, neutral forms of English or do they foster Englishisation and Americanisation of other languages and cultures? If so, how could these processes be evaluated? The teaching of English (as a lingua franca): How could the development of English as a lingua franca be reflected in English language classrooms, for non-native learners, but possibly also for pupils in the ‘real’ English-speaking world? Do we need new teaching models? If so, how could they be legitimized, what could they look like and how could they be implemented in the classroom? For technical reasons, the class cannot take place every week. There will be about three extra sessions on Wednesday afternoon (14-18) to make up for morning classes that have to be cancelled. Participants of the seminar are expected to be available at these times.</td>
<td></td>
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<tr>
<td><strong>Bemerkung</strong> DidA / FAL6</td>
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</tbody>
</table>

### Learner Language Studies and Implications for TEFL

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 25</th>
<th>Becker, Carmen</th>
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</thead>
<tbody>
<tr>
<td><strong>Mo wöchentl.</strong> 10:00 - 12:00 14.10.2013 - 01.02.2014 1502 - 615</td>
<td></td>
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<tr>
<td><strong>Kommentar</strong> This course will review the research on interlanguage variation and consider the implications of this variation in the process of foreign language learning and teaching. The impact of social context upon the development of interlanguage will be discussed. You will be encouraged to organize a workshop on how to assess learners’ texts and how to give feedback. Furthermore, we will deal with the European Language Portfolio and portfolio assessment in particular.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Tasks</strong> – SL: participation/oral contribution/project, PL: Hausarbeit in DidA1 or DidA2 ● <strong>Registration</strong> – StudIP 1.9.2013 - 30.9.2013# <strong>Size restriction</strong> – 25 ● <strong>Prerequisites</strong> – DidF1 + DidF2 ● <strong>Studiengänge</strong> – MEd LG, MEd LBS, 3. Fach LG ● Further Information –carmen.becker@engsem~</td>
<td></td>
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<tr>
<td><strong>Bemerkung</strong> DidA</td>
<td></td>
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</tbody>
</table>

### Up-and-Coming: Viewing, Analysing and Teaching Film

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 20</th>
<th>Blell, Gabriele</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fr Einzel</strong> 10:00 - 16:00 01.11.2013 - 01.11.2013 1502 - 615</td>
<td></td>
</tr>
<tr>
<td><strong>Do Einzel</strong> 10:00 - 12:00 21.11.2013 - 21.11.2013 1502 - 613</td>
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</tbody>
</table>
Students enjoy watching movies and television for a variety of reasons. For one, they receive exposure to authentic language in a non-threatening setting. Secondly, movies and videos provide common ground for students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003.

This course is designed to help you to teach especially short (fictional and non-fictional) films: documentaries, docufictions, mockumentaries, docudramas etc. One of the objectives of the course will be to critically analyse and understand the purpose for the use of basic film/video techniques and methods for teaching them to students. The seminar will be embedded within the 12th Up-and-Coming International Film Festival in Hannover (21.-24.11.2013) [http://www.up-and-coming.de] which is designed to be a national and international competition for young film makers (up to 27) every two years. During the seminar we will analyze the winning films of the 2011 festival and will have the opportunity to view all selected 2013 films along with the jury for the first time. Participants of the seminar are expected to analyse critically one international film of interest from the competition and write a review of it. Furthermore, participants will have the chance to discuss with some film makers.

For technical reasons, the class will be organized as a ‘Blockseminar’. There will be sessions on 1 November (10 a.m.-4 p.m at LUH) and 21 – 23 November (12 noon - 9 p.m. in town) [festival time] Participants of the seminar are expected to be available at these times.

**Assessment Tasks** – see course programme ● **Registration** – StudIP 1.09.2013 - 30.09.2013 ● **Size restriction** – 20 ● **Prerequisites** – DidF1 + DidF2 ● **Studiengänge** – MEd LG, MEd LBS, LG 3. Fach ● **Further Information** – gabriele.blell@engsem~

**Recommended Reading**

On course page (StudIP)

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Visible Learning for the EFL Classroom

Seminar, SWS: 2, Max. Teilnehmer: 25
Becker, Carmen

The concept of visible learning was first introduced through John Hattie’s study Visible Learning, one of the largest collections of evidence-based research on influences on learning outcomes and student achievement. This course will review Hattie’s study thoroughly. His findings will be discussed and the most effective influences on student achievement will be examined. These include student self-reporting grades, formative evaluation, teacher clarity, reciprocal teaching, feedback, teacher-student relationships, meta-cognitive strategies, self-verbalisation/questioning, teacher professional development, and problem-solving teaching. Their impact on the language-learning classroom can then be evaluated. You will be encouraged to develop models for visible learning in the EFL classroom and take the first step towards finding the "Holy Grail" for teaching and learning.

**Assessment Tasks** – SL: participation/oral, contribution/project, portfolio, PL: Hausarbeit in DidA1 or DidA2 ● **Registration** – StudIP 1.9.2013 - 30.9.2013# **Size restriction** – 25 ● **Prerequisites** – DidF1 + DidF2 ● **Studiengänge** – MEd LG, MEd LBS, 3. Fach LG ● Further Information –carmen.becker@engsem~

**Recommended Reading**


Planung und Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 25
Becker, Carmen

Di wöchentl. 12:00 - 14:00 15.10.2013 - 01.02.2014 1502 - 615

Dieses Seminar ist obrigatoryisch für alle Lehramtsstudierenden. Im M. Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Für die noch traditionellen Studiengänge (Staatsexamen) ist diese Veranstaltung praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren. Sie ist praktikumersetzend, wenn Sie das Fachpraktikum in einem anderen Fach durchlaufen.


Bemerkung

DidPA

Literatur


Planung und Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 25
Fellmann, Gabriela

Mi wöchentl. 16:00 - 18:00 16.10.2013 - 01.02.2014 1502 - 615

Dieses Seminar ist obligatoryisch für alle Lehramtsstudierenden. Im M. Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Für die noch traditionellen Studiengänge (Staatsexamen) ist diese Veranstaltung praktikumsvorbereitend, wenn Sie das Fachpraktikum im Fach Englisch absolvieren. Sie ist praktikumersetzend, wenn Sie das Fachpraktikum in einem anderen Fach durchlaufen.


Bemerkung

Literatur

DidPA

Recommended Reading


Survey American Literature and Culture
Survey of American Literatures and Cultures I

Vorlesung, SWS: 2

Twelbeck, Kirsten

Mi wöchentl. 18:00 - 20:00 23.10.2013 - 01.02.2014 1208 - A001

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. All the material including power point presentations and handouts will be posted online on StudIP.

Required Reading

Please refer to the course page on StudIP.

Recommended Reading


Survey British Literature and Culture
Survey of British Literatures and Cultures I

Vorlesung, SWS: 2
Emig, Rainer

Fr wöchentl. 12:00 - 14:00 25.10.2013 - 01.02.2014 1208 - A001

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; to frame cultural and literary history in the concepts that are relevant for Cultural Studies.

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

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

Language in class – English ● Assessment Tasks – mid-term test for Studienleistung, final 60-minute exam after lecture 2 in the summer term for Prüfungsleistung ● Registration – StudIP 1.9.2013-30.9.2013 ● Prerequisites – None ● Studiengänge – FüBA, BSc TE, LG 3. Fach, MEd LbS ● Further information – rainer.emig@engsem~

Bemerkung

Literture

Recommended Reading:


Masterarbeit
Die Abschlussarbeit in der Linguistik

Kolloquium, SWS: 2
Schulze, Rainer

Di wöchentl. 12:00 - 13:00 15.10.2013 - 01.02.2014 1502 - 709

Once the research is over, the question of how to write each chapter of a thesis or dissertation remains. This seminar will introduce first-time thesis-writers to the process of writing up (non-) empirical research. To help students understand what content and structure are appropriate for the different parts of a thesis, we will present a range of options, illustrating them with analyses of and commentary on sections from our own research or from real Bachelor or Masters Theses in English linguistics. We will especially focus on the major problems encountered by Germans writing in English. These problems will include overall text organisation, academic text conventions (style sheet!), sentence construction, idiomatic phrasing, argumentation and style, and, not to forget: proper oral presentation. We will also address major prerequisites for doing research, i.e. choosing an area, getting organised, using resources, doing theory-only projects, setting up data-based research, avoiding plagiarism, etc.

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

Registration – StudIP 1.9.2013 - 30.9.2013 ● Studiengänge – FüBA, BSc TE, MEd LbS, FAL, MEd LG ● Further Information – rainer.schulze@engsem~

Winter 2013/14 102
Englisches Seminar

Kolloquium zum Studienabschluss in der Didaktik

Kolloquium, SWS: 1
Becker, Carmen

Mo wöchentlich 13:00 - 14:00 21.10.2013 - 01.02.2014  1502 - 709

Kommentar
Das Examensseminar ist geeignet für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelor oder Master). Die Arbeiten werden konzeptionell beraten und begleitet.


Bemerkung
Das Kolloquium findet im Dienstzimmer (Geb. 1502, R. 729) statt.

Kolloquium zum Studienabschluss in der Literatur- und Kulturwissenschaft

Seminar, SWS: 2
Gohrisch, Jana

Di wöchentlich 16:00 - 18:00 15.10.2013 - 01.02.2014  1502 - 709

Kommentar
Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (FüBA, MA Advanced Anglophone Studies, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft 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.


Bemerkung
Interdisziplinär: Atlantic Studies

Literatur

Recommended Reading


Masterstudiengang Advanced Anglophone Studies

Theory and Method (AAS1)

Theoretische und methodische Ansätze der Atlantic Studies

Seminar, SWS: 2
Gohrisch, Jana | Reinwald, Brigitte
Englisches Seminar

**Kommentar**

*Reader – copy shop Stork (Körnerstraße) from 15 Oct ● Assessment Tasks will be specified in class ● Registration – StudIP 1.9.2013 - 30.9.2013 ● Size restriction – none ● Prerequisites – none ● Studiengänge – MAAS, MA Atlantic Studies ● Further Information – jana.gohrisch@engsem.~ brigitte.reinwald@hist.uni-hannover.de*

Bemerkung
AAS1, AAS5 / Basismodul Atlantic Studies / Interdisziplinär: Transformation Studies

<table>
<thead>
<tr>
<th>Theories and Methods of Literary Studies</th>
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Seminar, SWS: 2, Max. Teilnehmer: 50
Gohrisch, Jana

**Kommentar**
Charlotte Brontë’s novel *Jane Eyre* (1847) will serve as the central literary text in this seminar, which introduces students to literary theories and methods and illustrates them by applying them to Brontë’s text. We will cover all the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Queer Theory, Postcolonial Theory as well as New Historicism and Cultural Materialism.

In preparation for class you will be required to familiarize yourselves with the key ideas of these respective approaches and read selected theoretical texts by some of their main representatives. In class, we will then discuss and systematize these ideas and apply them to *Jane Eyre* in order to demonstrate the practical value of these theories and practice their terminologies.

Please buy the Norton Critical Edition of *Jane Eyre* (ed. by Richard Dunn) and read the novel prior to class. A reader with the theoretical texts covered in the seminar will be available from Copyshop Stork (Körnerstraße 3) from the beginning of April.

*Reader – copy shop Stork (Körnerstraße) from 7 October ● Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2013 - 30.9.2013 ● Size restriction – 50 ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students), none for others ● Studiengänge – FüBA, Med, MA AAS ● Further Information – jana.gohrisch@engsem.~*
Epochs and Phenomena in Anglophone Literatures and Cultures (AAS2)
Mission und Missionierung in den Amerikas. Geschichte und Imagination

Seminar, SWS: 2
Hatzky, Christine | Mayer, Ruth

Di wöchentl. 12:00 - 14:00 15.10.2013 - 01.02.2014 1502 - 609
Kommentar


Bemerkung
Literatur

AmerA / AAS2, AAS3

Modern Romance from Catherine Cookson to Rosamunde Pilcher

Seminar, SWS: 2, Max. Teilnehmer: 30
Emig, Rainer

Do wöchentl. 14:00 - 16:00 17.10.2013 - 01.02.2014 1502 - 703
Kommentar

Although Romance dates back to the Middle Ages and used to possess considerable cultural status, with the advent of the novel in the eighteenth century it was downgraded to an escapist form often associated with a naïve female readership. These prejudices still hold true for many examples of modern romances whose mass appeal does not endear them to literary and cultural scholars. The seminar will engage in an even-handed fashion with three prominent examples of modern romance writers. Their works will be used to analyse dominant patterns (and clichés) of the genre, but also its possible contributions to debates on gender, class, region, and even politics. The course will also look at film and TV versions of the texts studied. Students are asked to have read Snow in April before the first session.

Language in class – English ● Assessment Tasks – Presentation of c. 15 minutes or critical summary of a secondary text for Studienleistung; essay of approx. 5,000 words for Prüfungsleistung ● Registration – StudIP 1.9.2013-30.9.2013 ● Size Restriction – 30 ● Prerequisites – AmerF4/ BritF4 (for FüBA and MEd students), none for others ● Studiengänge – FüBA, LG 3. Fach, MAAS, MEd LG ● Further information – rainer.emig@engsem~
### The American Revolution: The British Perspective

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

**Kommentar**  
This seminar will examine the representation of a key moment in the history of British colonialism: the American Revolution (or American War of Independence), which led to the break of thirteen North American colonies from the British Empire and their formation of the United States of America. This was of course a pivotal moment in the history of both the US and Great Britain, and has been interpreted and represented quite differently in both countries.

We will analyse how these events were and have been approached and interpreted in Britain. However, an exclusively British perspective would inevitably lead to a problematically one-sided view. We will therefore exchange our results with a group of students from the TU Braunschweig, who will be working on the North American perspective of the historical events and their representation. In order to combine our findings, the groups from Hannover and Braunschweig will convene for extended sessions on two Saturdays during the semester (16 November and 18 January). One of these meetings will take place in Hannover, the other one in Braunschweig (you can use your Semesterticket to get there). Because of these two extended sessions, the rest of the seminar will be held in bi-weekly sessions.

**Assessment Tasks** – will be specified in class  
**Size restriction** – 25  
**Prerequisites** – AmerF4/BritF4 (for FBA and MEd students), none for others  
**Studiengänge** – FüBA., MAAS, MEd LG, LG 3. Fach  
**Further Information** – lucia.kraemer@engsem.de

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### Required Reading


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### The Holocaust and American Culture

**Seminar, SWS: 2**  
Twelbeck, Kirsten

**Do wöchentl. 10:00 - 12:00 17.10.2013 - 01.02.2014 1502 - 609**

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**BritA / AAS2, AAS3, AAS4**

**Required Reading**  
A course reader with the texts for the seminar will be available from copy shop Stork (Körnerstraße) from 1 October.
Kommentar

How has the Holocaust changed and shaped American culture? What may at first sound like an odd question makes sense if one considers the post-WWII distrust of the “masses” among American intellectuals, the mid-twentieth-century emphasis on civil rights, and the urgent call for human rights standards world-wide. The European catastrophe of genocide has also influenced American Jewish identities profoundly, to the extent that -- as Peter Novick has argued -- the Shoah has come to define how American Jews understand themselves, and are understood by others. This seminar examines how the catastrophe of the Holocaust has been appropriated in American culture since the late nineteen-forties. We will look into the ongoing debate regarding the representation of the Holocaust, and its political and cultural consequences. Starting from the assumption that the horrors of Auschwitz need no artistic amplification, we will investigate a broad spectrum of cultural expressions that have emerged despite this warning, including literature, (documentary and non-documentary) film, graphic novels, and memorial culture. Our discussion will involve a constant process of self-reflection as well: the fact that most of us are German, non-Jewish, and born after the Holocaust, may influence how we perceive of the way the Holocaust is discussed and represented in American culture.

Required Reading

Please refer to the course page on StudIP.

Recommended Reading


Bemerkung

AmerA, AAS2, AAS3, AAS4

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The Plays of Samuel Beckett

Bennett, Peter

Kommentar

Austere and minimalistic in form and often laced with humour, Beckett’s plays dramatize the condition of human existence through bleak, allegorical situations and abstract scenarios. Beckett’s work has provided a limitless playground for critics, so much so that it is easy to lose sight of the verbal and visual expressiveness of the plays themselves under the sheer volume of erudite and sometimes posturing commentary. We shall not ignore critical opinion, but bypass it initially in order to attend to the fact that Beckett’s plays are pre-texts for performance. We shall therefore take account of all signifying elements: not just the language in its referential form, but also the effects of sound and silence, timing, setting, stage objects, costume, movement, position, light and darkness.

Warning: the sessions will not necessarily be conducted in the sitting position.


Bemerkung

BritA / AAS2

Literatur

*Students are urged to procure copies of the following pre-texts:*

*Waiting for Godot* (bring your copy to the first meeting).

*Endgame*

*Happy Days*

We shall also work on some of the shorter pieces, which will be made available in the seminar.
True Women, New Women: Gender Negotiations in the 19th Century

Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth

Mo wöchentl. 12:00 - 14:00 14.10.2013 - 01.02.2014 1502 - 609

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

Required Reading
Please refer to the course page on StudIP.

Reader – will be available from copy shop Stork from 15 October

Assessment Tasks – will be specified
Size restriction – 25
Prerequisites – AmerF4/BritF4 (for FüBA and MEd students), none for others
Studiengänge – FüBA, MAAS, MEd LG, 3. Fach LG
Further Information – ruth.mayer@engsem.

Women in Late 19th-Century Poetry

Seminar, SWS: 2, Max. Teilnehmer: 25
Funk, Wolfgang

Di Einzel 18:00 - 20:00 15.10.2013 - 15.10.2013 1502 - 615
Sa Einzel 09:00 - 15:00 30.11.2013 - 30.11.2013 1502 - 615
Sa Einzel 09:00 - 15:00 15.10.2013 - 11.01.2014 1502 - 615
Mi Einzel 09:00 - 15:00 05.02.2014 - 05.02.2014 1502 - 703
Do Einzel 09:00 - 15:00 06.02.2014 - 06.02.2014 1502 - 703

Kommentar
In this course, we will look at a variety of poems by female writers from the later part of the 19th century, such as Constance Naden, Mathilde Blind, May Kendall and others. We will investigate how these poets employ scientific, socio-political and intellectual discourses of their time in order to question prevalent gender constellations and to contribute to the struggle for women’s rights. We will start by exploring the cultural background against which these texts have to be read. Particular emphasis will be placed on the emerging theories of evolution and their reverberations for human self-understanding. In a second step, we will then examine the aesthetic echoes of these theories by way of close readings of selected poems.

Reader – will be available from copy shop Stork from 15 October
Assessment Tasks – will be specified at the first meeting
Size restriction – 25
Prerequisites – AmerF4/BritF4 (for FüBA and MEd students), none for others
Studiengänge – FüBA, MAAS, MEd LG, LG 3. Fach, Transformation Studies
Further Information – wolgang.funk@engsem.

Dates, times and rooms for the Blockseminar will be decided at the initial meeting.

Bemerkung

Literatur

Required Reading:

Recommended Reading:


Independent Studies (AAS6)
MA-Thesis (AAS7)
Forschungskolloquium

Kolloquium, SWS: 2
Emig, Rainer | Gohrisch, Jana

Mi 14-täglich 18:00 - 20:00 23.10.2013 - 01.02.2014 1502 - 703

Kommentar
Dieses Kolloquium soll Doktorand/innen und Habilitand/innen der Anglistik die Möglichkeit geben, ihre Projekte im kleinen Kreis vorzustellen und zu diskutieren.

Language in class – English/German ● Registration – none ● Size Restriction – none ● Studiengänge – FüBA, LG 3. Fach, MEd LG, MAAS ● Further information – rainer.emig@engsem~

Bemerkung
14-täglich - Programmaushang erfolgt

Kolloquium zum Studienabschluss in der Literatur- und Kulturwissenschaft

Seminar, SWS: 2
Gohrisch, Jana

Di wöchentl. 16:00 - 18:00 15.10.2013 - 01.02.2014 1502 - 709

Kommentar
Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (FüBA, MA Advanced Anglophone Studies, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft 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 Abschluss Klausuren (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.

Assessment Tasks – none ● Registration – StudIP 1.9.2013-30.9.2013 ● Prerequisites – completed FüBA or Master courses ● Studiengänge – all ● Further Information – jana.gohrisch@engsem~

Bemerkung
Interdisziplinär: Atlantic Studies

Literatur

Recommended Reading


Professional Skills (AAS8)

Electives (AAS9)

Research and Internship (AAS10)

Concepts of Race, Class, and Gender (AAS3)
Mission und Missionierung in den Amerikas. Geschichte und Imagination

AmerA / AAS2, AAS3


Modern Romance from Catherine Cookson to Rosamunde Pilcher

Although Romance dates back to the Middle Ages and used to possess considerable cultural status, with the advent of the novel in the eighteenth century it was downgraded to an escapist form often associated with a naïve female readership. These prejudices still hold true for many examples of modern romances whose mass appeal does not endear them to literary and cultural scholars. The seminar will engage in an even-handed fashion with three prominent examples of modern romance writers. Their works will be used to analyse dominant patterns (and clichés) of the genre, but also its possible contributions to debates on gender, class, region, and even politics. The course will also look at film and TV versions of the texts studied. Students are asked to have read Snow in April before the first session.

Language in class – English ● Assessment Tasks – Presentation of c. 15 minutes or critical summary of a secondary text for Studienleistung; essay of approx. 5,000 words for Prüfungsleistung ● Registration – StudIP 1.9.2013-30.9.2013 ● Size Restriction – 30 ● Prerequisites – AmerF4/ BritF4 (for FüBA and MEd students), none for others ● Studiengänge – FüBA, LG 3. Fach, MAAS, MEd LG ● Further information – rainer.emig@engsem-

Bemerkung

BritA / AAS2, AAS3, AAS4

Required Reading:

Recommended Reading:

### The Holocaust and American Culture

**Seminar, SWS: 2**
**Twelbeck, Kirsten**

**Do wöchentl. 10:00 - 12:00** 17.10.2013 - 01.02.2014  1502 - 609

**Kommentar**
How has the Holocaust changed and shaped American culture? What may at first sound like an odd question makes sense if one considers the post-WWII distrust of the “masses” among American intellectuals, the mid twentieth-century emphasis on civil rights, and the urgent call for human rights standards world-wide. The European catastrophe of genocide has also influenced American Jewish identities profoundly, to the extent that -- as Peter Novick has argued -- the Shoah has come to define how American Jews understand themselves, and are understood by others. This seminar examines how the catastrophe of the Holocaust has been appropriated in American culture since the late nineteen-forties. We will look into the ongoing debate regarding the representation of the Holocaust, and its political and cultural consequences. Starting from the assumption that the horrors of Auschwitz need no artistic amplification, we will investigate a broad spectrum of cultural expressions that have emerged despite this warning, including literature, (documentary and non-documentary) film, graphic novels, and memorial culture. Our discussion will involve a constant process of self-reflection as well: the fact that most of us are German, non-Jewish, and born after the Holocaust, may influence how we perceive of the way the Holocaust is discussed and represented in American culture.

**Required Reading**
Please refer to the course page on StudIP.

**Recommended Reading**

**Reader** – copy shop Stork (Körnerstraße) from 1 October **Assessment Tasks** – will be specified in class **Registration** – StudIP 1.9.2013 - 30.9.2013 **Size restriction** – 25 **Prerequisites** – AmerF4/BritF4 (for FüBA and Med students), none for others **Studiengänge** – FüBA, MAAS, MEd LG, 3. Fach LG **Further Information** – [kirsten.twelbeck@engsem.~](mailto:kirsten.twelbeck@engsem.~)

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

### True Women, New Women: Gender Negotiations in the 19th Century

**Seminar, SWS: 2**
**Mayer, Ruth**

**Mo wöchentl. 12:00 - 14:00** 14.10.2013 - 01.02.2014  1502 - 609

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

**Required Reading**
Please refer to the course page on StudIP.
Englisches Seminar

Winter 2013/14

Women in Late 19th-Century Poetry
Seminar, SWS: 2, Max. Teilnehmer: 25
Funk, Wolfgang

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<th>18:00 - 20:00</th>
<th>15.10.2013 - 15.10.2013</th>
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<td>Di</td>
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Kommentar
In this course, we will look at a variety of poems by female writers from the later part of the 19th century, such as Constance Naden, Mathilde Blind, May Kendall and others. We will investigate how these poets employ scientific, socio-political and intellectual discourses of their time in order to question prevalent gender constellations and to contribute to the struggle for women’s rights. We will start by exploring the cultural background against which these texts have to be read. Particular emphasis will be placed on the emerging theories of evolution and their reverberations for human self-understanding. In a second step, we will then examine the aesthetic echoes of these theories by way of close readings of selected poems.

Reader – will be available from copy shop Stork from 15 October
Assessment Tasks – will be specified at the first meeting
Size restriction – 25
Prerequisites – AmerF4/BritF4 (for FüBA and MEd students), none for others
Studiengänge – FüBA, MAAS, MEd LG, 3. Fach LG
Further Information – ruth.mayer@engsem.

Bemerkung

Media, Cultural Communication and Popular Culture (AAS4)
Digital Movies, Chaos Cinema, Post-Cinematic Affect: Thinking 21st-Century Motion Pictures

Seminar, SWS: 2, Max. Teilnehmer: 25
Denson, Shane

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<td>Fr</td>
<td>wöchentl.</td>
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<td>18.10.2013 - 01.02.2014</td>
<td>1502 - 613</td>
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Kommentar
In this seminar, we will try to come to terms with twenty-first century motion pictures by thinking through a variety of concepts and theoretical approaches designed to explain their relations and differences from the cinema of the previous century. We will consider the impact of digital technologies on film, think about the cultural contexts and aesthetic practices of contemporary motion pictures, and try to understand the experiential dimensions of spectatorship in today's altered viewing conditions. In addition to preparing

Required Reading:
Will be specified at the initial meeting

Recommended Reading:
weekly readings, students will be expected to view a variety of films prior to each class meeting.

**Required Reading**


Additional readings will be made available via Stud.IP.

**Recommended Reading**


*Reader* – additional readings on Stud.IP  ●  *Assessment Tasks* – will be specified  ●  


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**Modern Romance from Catherine Cookson to Rosamunde Pilcher**

Seminar, SWS: 2, Max. Teilnehmer: 30

Emig, Rainer

Do wöchentl.  14:00 - 16:00  17.10.2013 - 01.02.2014  1502 - 703

**Kommentar**

Although Romance dates back to the Middle Ages and used to possess considerable cultural status, with the advent of the novel in the eighteenth century it was downgraded to an escapist form often associated with a naïve female readership. These prejudices still hold true for many examples of modern romances whose mass appeal does not endear them to literary and cultural scholars. The seminar will engage in an even-handed fashion with three prominent examples of modern romance writers. Their works will be used to analyse dominant patterns (and clichés) of the genre, but also its possible contributions to debates on gender, class, region, and even politics. The course will also look at film and TV versions of the texts studied. Students are asked to have read *Snow in April* before the first session.

Language in class – English  ●  *Assessment Tasks* – Presentation of c. 15 minutes or critical summary of a secondary text for *Studienleistung* ; essay of approx. 5,000 words for *Prüfungsleistung*  ●  *Registration* – StudIP 1.9.2013-30.9.2013  ●  *Size Restriction* – 30  ●  *Prerequisites* – AmerF4/ BritF4 (for FüBA and MEd students), none for others  ●  *Studiengänge* – FüBA, LG 3. Fach, MAAS, MEd LG  ●  *Further information* – rainer.emig@engsem.

**Bemerkung**

BritA / AAS2, AAS3, AAS4

**Literatur**

**Required Reading:**


**Recommended Reading:**


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**The American Revolution: The British Perspective**
This seminar will examine the representation of a key moment in the history of British colonialism: the American Revolution (or American War of Independence), which led to the break of thirteen North American colonies from the British Empire and their formation of the United States of America. This was of course a pivotal moment in the history of both the US and Great Britain, and has been interpreted and represented quite differently in both countries.

We will analyse how these events were and have been approached and interpreted in Britain. However, an exclusively British perspective would inevitably lead to a problematically one-sided view. We will therefore exchange our results with a group of students from the TU Braunschweig, who will be working on the North American perspective of the historical events and their representation. In order to combine our findings, the groups from Hannover and Braunschweig will convene for extended sessions on two Saturdays during the semester (16 November and 18 January). One of these meetings will take place in Hannover, the other one in Braunschweig (you can use your Semesterticket to get there). Because of these two extended sessions, the rest of the seminar will be held in bi-weekly sessions.


Bemerkung
Kurs am Montag 14-täglich + 2 Blockveranstaltungen am Sa, 16.11.2013 und Sa, 18.01.2014

Literatur
A course reader with the texts for the seminar will be available from copy shop Stork (Körnerstraße) from 1 October.

The Holocaust and American Culture

How has the Holocaust changed and shaped American culture? What may at first sound like an odd question makes sense if one considers the post-WWII distrust of the "masses" among American intellectuals, the mid twentieth-century emphasis on civil rights, and the urgent call for human rights standards world-wide. The European catastrophe of genocide has also influenced American Jewish identities profoundly, to the extent that -- as Peter Novick has argued -- the Shoah has come to define how American Jews understand themselves, and are understood by others. This seminar examines how the catastrophe of the Holocaust has been appropriated in American culture since the late nineteen-forties. We will look into the ongoing debate regarding the representation of the Holocaust, and its political and cultural consequences. Starting from the assumption that the horrors of Auschwitz need no artistic amplification, we will investigate a broad spectrum of cultural expressions that have emerged despite this warning, including literature, (documentary and non-documentary) film, graphic novels, and memorial culture. Our discussion will involve a constant process of self-reflection as well: the fact that most of us are German, non-Jewish, and born after the Holocaust, may influence how we perceive of the way the Holocaust is discussed and represented in American culture.

Required Reading
Please refer to the course page on StudIP.
Recommended Reading


Bemerkung

AmerA, AAS2, AAS3, AAS4

New English Literatures and Cultures (AAS5)

Theoretische und methodische Ansätze der Atlantic Studies

Seminar, SWS: 2

Gohrisch, Jana | Reinwald, Brigitte

**Kommentar**


*Reader – copy shop Stork (Körnerstraße) from 15 Oct ● Assessment Tasks will be specified in class ● Registration – StudIP 1.9.2013-30.9.2013 ● Size restriction – none ● Prerequisites – none ● Studiengänge – MAAS, MA Atlantic Studies ● Further Information – jana.gohrisch@engsem.~ brigitte.reinwald@hist.uni-hannover.de AAS1, AAS5 / Basismodul Atlantic Studies / Interdisziplinär: Transformation Studies*

Bemerkung

AAS1, AAS5 / Basismodul Atlantic Studies / Interdisziplinär: Transformation Studies

Masterstudiengang Funktionale und Angewandte Linguistik / MA Functional and Applied Linguistics

Das Angebot für den Masterstudiengang Funktionale und Angewandte Linguistik finden Sie im Vorlesungsverzeichnis unter "Interdisziplinäre Masterstudiengänge" (für den entsprechenden Link drücken Sie bitte auf das Informationssymbol).

Grammatikalische Beschreibung/ Grammatical Description (FAL 1)

*English Morphology and Word Formation*

Seminar, SWS: 2, Max. Teilnehmer: 30

Schulze, Rainer

**Kommentar**

This seminar will advance state-of-the-art knowledge in this field in a number of respects: It will take the participants through the basic notions in English morphology and word-formation and discuss problematic areas and definitorial questions. The different issues, including the morphological building blocks of English, inflectional morphology, the
origin, development and establishment of complex lexemes, productivity, compounding, prefixation, suffixation, conversion, polymorphic complex lexemes and non-morphemic word-formation processes, will be approached systematically from three different angles focusing on structural, cognitive and sociopragmatic aspects of the field. In this way, new perspectives will be opened particularly on the development and establishment of ‘new’ complex words, on the cognitive functions of word-formation patterns and on the field of conversion. Students and participants alike will be able to use this class not only as a scholarly enrichment of their knowledge and academic skills, but also for preparing exams, term papers and final theses (‘Abschlussarbeiten’ and/or ‘Prüfungsleistungen’).

Required Reading


Please check StudIP for updates and additional information as the semester approaches.


Principles of Language Change

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

Mi wöchentl. 10:00 - 12:00 16.10.2013 - 01.02.2014 1502 - 809

Kommentar

This course will review language-external and language-internal principles of language change. Language-external factors to be treated will be, for instance, migration and settlement patterns as well as the dynamics of social class and gender roles. Language-internal mechanisms will comprise the notions of markedness and naturalness as well as the economy of the language system.

The course requires a solid knowledge of phonetics and phonology.


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

Learner Corpus Research

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

Mi wöchentl. 18:00 - 20:00 16.10.2013 - 01.02.2014 1502 - 809

Kommentar

This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of LCR and the interaction between LCR and other disciplines, including Second Language Acquisition and Cognitive Linguistics. Seminar papers will be mostly empirical.


Projects in Linguistics
This seminar is assumed to be an essential guide for all those who intend to embark on a research project or research-type project work (‘Abschlussarbeit’ and/or ‘Prüfungsleistung’) in English linguistics.

The seminar will be arranged in two parts. Part I will be divided into classes covering some of the major sub-disciplines most commonly chosen by students for their projects. Within each of the classes, there will be a brief review of introductory texts, a list of major journals and a brief account of the major research areas. There will also be countless suggestions for projects. These will be specifically aimed at the needs of the students who are required to engage with data of some kind, but who are also expected to make an original contribution to the field of their choice. Part II will contain sections on methodology that provide techniques and guidance on how to set up and run research. This part will be supplemented by tools that offer guidance in practical procedures and specific information that is often needed but not always easy to find. The final part of this seminar will discuss ways of presenting one’s project in the required format, whether oral or written, including guidance on referencing and on how to avoid plagiarism. Areas of study will include: structure and meaning, style in spoken and written texts, language and gender, accents and dialects of English, history of English, and computer-mediated communication.

Required Reading


Please check StudIP for updates and additional information as the semester approaches.


Bemerkung

LingA2 / FAL2.2
Studiengänge – FüBA, 3. Fach LG, MEd LG, MEd LbS, FAL ● Further Information – ulrike.altendorf@engsem.

Bemerkung LingA1, FAL4

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

Mehrsprachigkeit und Multilitärität / Multilingualism and Multiliteracies (FAL 6)

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

Learner Corpus Research

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

Mi wöchentl. 18:00 - 20:00 16.10.2013 - 01.02.2014 1502 - 809

Kommentar This course will explore issues related to the compilation of learner corpora, insights into learner language gained on the basis of LCR and the interaction between LCR and other disciplines, including Second Language Acquisition and Cognitive Linguistics. Seminar papers will be mostly empirical.


Bemerkung LingA2, FAL2, FAL7

Masterarbeit / M. A. Thesis

Die Abschlussarbeit in der Linguistik

Kolloquium, SWS: 2
Schulze, Rainer

Di wöchentl. 12:00 - 13:00 15.10.2013 - 01.02.2014 1502 - 709

Kommentar Once the research is over, the question of how to write each chapter of a thesis or dissertation remains. This seminar will introduce first-time thesis-writers to the process of writing up (non-) empirical research. To help students understand what content and structure are appropriate for the different parts of a thesis, we will present a range of options, illustrating them with analyses of and commentary on sections from our own research or from real Bachelor or Masters Theses in English linguistics. We will especially focus on the major problems encountered by Germans writing in English. These problems will include overall text organisation, academic text conventions (style sheet!), sentence construction, idiomatic phrasing, argumentation and style, and, not to forget: proper oral presentation. We will also address major prerequisites for doing research, i.e. choosing an area, getting organised, using resources, doing theory-only projects, setting up data-based research, avoiding plagiarism, etc.

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

Registration – StudIP 1.9.2013 - 30.9.2013 ● Studiengänge – FüBA, BSc TE, MEd LbS, FAL, MEd LG ● Further Information – rainer.schulze @engsem.

Bemerkung FAL8

Kolloquium zum Studienabschluss in der Linguistik

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

Mi wöchentl. 12:00 - 14:00 16.10.2013 - 01.02.2014 1502 - 709
Kommentar

The colloquium is geared to students who are writing or who consider writing their BA or MA thesis in (Learner) Corpus Linguistics or Language Variation or have chosen (Learner) Corpus Linguistics or Language Variation as an oral MA examination topic. We will review theoretical issues related to both areas and practice hands-on skills in using computer corpora or designing (online) questionnaires. Participants planning to write their BA or MA thesis in (Learner) Corpus Linguistics or Language Variation will be assisted in finding adequate topics, formulating research objectives and creating their own research design. They will be accompanied throughout their writing process and **will have to present results and problems in class at least once.** Participants preparing for an oral exam in Linguistics will also be assisted in finding an adequate topic and relevant literature. They will have the opportunity of discussing their "Thesenpapier" and of practicing oral exams through a mock exam.


**Magister / Staatsexamensstudiengänge**

Sprachpraxis

Grundstudium / Basic Studies

Grund- und Hauptstudium (ab 3. Semester) / Mid-Level Studies

Hauptstudium / Advanced Studies

Didaktische u. berufspraktische Seminare / Didactical and Practical Seminars

**Kolloquien / Colloquia**

**Kolloquium zum Studienabschluss in der Linguistik**

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

Mi wöchentl. 12:00 - 14:00 16.10.2013 - 01.02.2014 1502 - 709

Kommentar

The colloquium is geared to students who are writing or who consider writing their BA or MA thesis in (Learner) Corpus Linguistics or Language Variation or have chosen (Learner) Corpus Linguistics or Language Variation as an oral MA examination topic. We will review theoretical issues related to both areas and practice hands-on skills in using computer corpora or designing (online) questionnaires. Participants planning to write their BA or MA thesis in (Learner) Corpus Linguistics or Language Variation will be assisted in finding adequate topics, formulating research objectives and creating their own research design. They will be accompanied throughout their writing process and **will have to present results and problems in class at least once.** Participants preparing for an oral exam in Linguistics will also be assisted in finding an adequate topic and relevant literature. They will have the opportunity of discussing their "Thesenpapier" and of practicing oral exams through a mock exam.


**Examensseminare / Exam Seminars**

Die Abschlussarbeit in der Linguistik

Kolloquium, SWS: 2
Schulze, Rainer
Once the research is over, the question of how to write each chapter of a thesis or dissertation remains. This seminar will introduce first-time thesis-writers to the process of writing up (non-) empirical research. To help students understand what content and structure are appropriate for the different parts of a thesis, we will present a range of options, illustrating them with analyses of and commentary on sections from our own research or from real Bachelor or Masters Theses in English linguistics. We will especially focus on the major problems encountered by Germans writing in English. These problems will include overall text organisation, academic text conventions (style sheet!), sentence construction, idiomatic phrasing, argumentation and style, and, not to forget: proper oral presentation. We will also address major prerequisites for doing research, i.e. choosing an area, getting organised, using resources, doing theory-only projects, setting up data-based research, avoiding plagiarism, etc.

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

Registration – StudIP 1.9.2013 - 30.9.2013 ● Studiengänge – FüBA, BSc TE, MEd LbS, FAL, MEd LG ● Further Information – rainer.schulze @engsem.~

Bemerkung

Kolloquium zum Studienabschluss in der Linguistik

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

Mi wöchentl. 12:00 - 14:00 16.10.2013 - 01.02.2014 1502 - 709

The colloquium is geared to students who are writing or who consider writing their BA or MA thesis in (Learner) Corpus Linguistics or Language Variation or have chosen (Learner) Corpus Linguistics or Language Variation as an oral MA examination topic. We will review theoretical issues related to both areas and practice hands-on skills in using computer corpora or designing (online) questionnaires. Participants planning to write their BA or MA thesis in (Learner) Corpus Linguistics or Language Variation will be assisted in finding adequate topics, formulating research objectives and creating their own research design. They will be accompanied throughout their writing process and will have to present results and problems in class at least once. Participants preparing for an oral exam in Linguistics will also be assisted in finding an adequate topic and relevant literature. They will have the opportunity of discussing their “Thesenpapier” and of practicing oral exams through a mock exam.


Kolloquium zum Studienabschluss in der Literatur- und Kulturwissenschaft

Seminar, SWS: 2
Gohrisch, Jana

Di wöchentl. 16:00 - 18:00 15.10.2013 - 01.02.2014 1502 - 709

Das auf die gesamte Vorlesungszeit angelegte Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrer Abschlussprüfung (FüBA, MA Advanced Anglophone Studies, Staatsexamen, Magister) stehen und diese im Bereich der englischen und amerikanischen Literatur- und Kulturwissenschaft 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.

Bemerkung
Interdisziplinär: Atlantic Studies

Literatur

Recommended Reading


