Englisches Seminar

Fächerübergreifender Bachelor - Fach Englisch
Literaturvermittlung und Kulturmanagement

Seminar, SWS: 2
Meyer-Kovac, Jens

Di wöchentl. 16:00 - 18:00 21.10.2014 - 31.01.2015 1502 - 316

Bemerkung zur Gruppe Charlotte Mitsch


Bemerkung Teilnehmerzahl: 12 pro Studienfach, Anmeldung über Stud.IP.

Literatur Generell: aktuelle Belletristik und Sachliteratur sowie Feuilletons, Kulturzeitschriften und -sendungen (Radio, TV), Verlagsprogramme
Bemmé, Sven-Oliver: Kultur-Projektmanagement: Kultur- und Organisationsprojekte erfolgreich managen. Wiesbaden, 2011

Foundations Literature and Culture (AcadF/AmerBritF1)
Introduction to Academic Writing and Research

Seminar, SWS: 1
Schulze, Rainer

Di wöchentl. 13:00 - 13:45 21.10.2014 - 27.01.2015 1502 - 003

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 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.

This course will mainly follow academic writing and research standards in the field of English linguistics.

Bemerkung Assessment Tasks – regular attendance, active participation in class, several small tests for Studienleistung / Registration – StudIP 1.10.2014-16.10.2014 (24 h) / Prerequisites – none / Further Information - rainer.schulze@engsem.

Literatur Recommended Reading:
### Introduction to Academic Writing and Research

**Seminar, SWS: 2**  
**Blell, Gabriele**

**Di wöchentl.**  
12:00 - 13:00  
21.10.2014 - 27.01.2015  
1502 - 003

**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 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.

This course will mainly follow Academic Writing and Research standards in the field of Teaching English as a Foreign Language (Didaktik des Englischen).

**Bemerkung**  
*Reader – Material on StudIP from 6 October*  
● *Assessment Tasks – See course programme*  
● *Registration – StudIP 1.10.2014 - 16.10.2014*  
● *Size restriction – 20*  
● *Prerequisites – none*  
● *Further Information – EMAIL gabriele.blell@engsem.uni-hannover.de*

**Literatur**  
*Recommended Reading:*  

Empfehlungen auf der Veranstaltungsseite in StudIP.

### Introduction to Literary Studies

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

**Mo wöchentl.**  
10:00 - 12:00  
20.10.2014 - 31.01.2015  
1502 - 609

**Kommentar**  
This class provides an introduction to methods of interpretation and analysis, focusing on the field of American literary and cultural history. We will discuss a variety of genres and text sorts – ranging from prose to drama, poetry, and film. A reader with additional course material will be made available at the beginning of the semester.

**Bemerkung**  
*Assessment Tasks – will be specified*  
● *Registration – StudIP 1.10.2014 - 16.10.2014 (24 Uhr)*  
● *Size restriction – 25*  
● *Prerequisites – none*  
● *Further Information – ruth.mayer@engsem.uni-hannover.de;*

AmerBritF1

**Literatur**  
*Reader – StudIP*
Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 30
Marquardt (Staatsexamen), Johanna

Fr  wöchentl. 14:00 - 16:00 24.10.2014 - 31.01.2015  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.

Bemerkung
Assessment Tasks – will be specified in class ● Registration – StudIP: 1.10.-16.10. (24 Uhr) ● Size restriction – 35 ● Further Information – johanna.marquardt@engsem.-~

Literatur
Required Reading:

Introduction to Literary Studies

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

Fr  wöchentl. 10:00 - 12:00 24.10.2014 - 31.01.2015  1502 - 703

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

Bemerkung
Assessment Tasks – will be specified in class # Registration – StudIP: 1.10.-16.10 (24 Uhr) # Size restriction – 30 # Prerequisites – none ● For further information: rainer.emig@engsem-.~

Literatur
Required Purchase:

Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 35
Jain-Warden, Verena

Do  wöchentl. 14:00 - 16:00 16.10.2014 - 31.01.2015  1502 - 615

Bemerkung zur Gruppe
Verena Jain-Warden

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.

Bemerkung
Reader – copy shop Stork (Körnerstraße) from 1 October ● Assessment Tasks – will be specified in class ● Registration – ● Size restriction – 35 ● Prerequisites – none ● Further Information – verena.warden@uni-bonn.de

Literatur
Required Reading:
## Foundations Linguistics (LingF1/Ling F2)

### Introduction to Linguistics I

<table>
<thead>
<tr>
<th>Seminar, SWS: 2</th>
<th>Gerckens (M. A.), Caroline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Di</strong> wöchentl.</td>
<td>08:00 - 10:00 21.10.2014 - 27.01.2015 1502 - 003</td>
</tr>
<tr>
<td>Kommentar</td>
<td>“Language is mankind’s greatest invention – except of course, that it was never invented.” This is how Guy Deutscher opens his best-seller <em>The Unfolding of Language</em>. 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.</td>
</tr>
<tr>
<td>Bemerkung</td>
<td>Registration – StudIP 1.10.2014-16.10.2014 (24 h) / Prerequisites – none / Further Information - caroline.gerckens@engsem.~</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seminar, SWS: 2</th>
<th>Hohaus, Pascal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do</strong> wöchentl.</td>
<td>16:00 - 18:00 23.10.2014 - 27.01.2015 1502 - 003</td>
</tr>
<tr>
<td>Bemerkung zur Gruppe</td>
<td>Pascal Hohaus</td>
</tr>
<tr>
<td>Kommentar</td>
<td>“Language is mankind’s greatest invention – except of course, that it was never invented.” This is how Guy Deutscher opens his best-seller <em>The Unfolding of Language</em>. 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.</td>
</tr>
<tr>
<td>Bemerkung</td>
<td>Registration – StudIP 1.10.2014-16.10.2014 (24 h) / Prerequisites – none / Further Information - <a href="mailto:p.hohaus@gmx.de">p.hohaus@gmx.de</a></td>
</tr>
</tbody>
</table>
Introduction to Linguistics I

Seminars, SWS: 2  
Hohaus, Pascal

Do wöchentl. 08:00 - 10:00 23.10.2014 - 27.01.2015  1502 - 003

Bemerkung zur Gruppe

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 2015.

Bemerkung

Registration – StudIP 1.10.2014-16.10.2014 (24 h) / Prerequisites – none / Further Information - p.hohaus@gmx.de

Literatur

Required Reading:


Readings in English Linguistics

Seminars, SWS: 2  
Hohaus, Pascal

Mi wöchentl. 14:00 - 16:00 29.10.2014 - 31.01.2015  1502 - 703

Bemerkung zur Gruppe

Kommentar

One of the most frequently asked questions in the introductory linguistics classroom is what someone might do with linguistic information and theory. This class is a companion class to Introduction to Linguistics. It is designed to further illustrate the broad use and application of linguistic knowledge in a variety of fields, including phonetics, phonology, morphology, syntax, semantics and pragmatics. This companion class is intended to reinforce linguistic concepts that students learn in an introductory class from a new angle, demonstrating the significance of a range of terms and concepts in linguistics that students might not otherwise consider.

Bemerkung

Registration – StudIP 1.9.2014-30.9.2014 / Prerequisites – none / Further Information – p.hohaus@gmx.de

Literatur

Reader – Material will be provided in class or on Stud.IP.

Foundations Methodology of Teaching English as a Foreign Language (DidF1/DidF2)  
An Introduction to Content and Language Integrated Learning

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

Mi wöchentl. 12:00 - 14:00 15.10.2014 - 28.01.2015  1502 - 615

Kommentar

This seminar will provide students with the basic knowledge of Content Language Integrated Learning practised 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 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


**Size restriction** – around 25 (+ trainee teachers)

**Prerequisites** – specific literature e.g. English schoolbooks for different subjects

**Further Information** – celia.ball@engsem.~

---

**Intercultural Communicative Competence in the English Language Classroom**

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

**Mi wöchentl. 16:00 - 18:00 15.10.2014 - 31.01.2015 1502 - 615**

**Kommentar**

Intercultural Communicative Competence is the main aim of foreign language teaching as one can read in recent guidelines, e.g. the Kerncurricula in Lower Saxony. In the English Language Classroom at school we practically aim at teaching our students various aspects. It is nevertheless extremely difficult to measure pupils’ competence about their own culture and the target culture. In this seminar we will therefore deal with intercultural communicative competence as far as theoretic concepts and practical approaches are concerned. We will focus on different definitions and models as well as the difficulty of assessing intercultural communicative competence. We will also look at different practical examples (from the classroom, from field trips like a COMENIUS-Project or a student exchange) and analyse their potential for developing intercultural communicative competence. Participants will have to design material for teaching.

**Bemerkung**

Reader – Copyshop Stork beginning of term

Assessment Tasks – regular attendance; teaching material


**Size restriction** – 25

**Prerequisites** – It is recommended that participants have successfully completed the Studienleistung(en) DidF1. Prerequisites for certificate will be specified in class

**Further Information** – FellmannG@aol.com

**DidF2**

**Literatur**

**Recommended Reading:**


---

**Introduction to English Language Teaching**

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

**Mo wöchentl. 10:00 - 12:00 13.10.2014 - 31.01.2015 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 – see syllabus ● Registration – StudIP 1.10.-12.10. (24 Uhr) ● Size restriction – 40 ● Prerequisites – None ● Further Information – carmen.becker@engsem.~

**Literatur**

**Required Reading:**

Please see the course page on StudIP.

---

**Introduction to English Language Teaching**

Seminar, SWS: 2, Max. Teilnehmer: 40

**Blell, Gabriele**

**Kommentar**

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

An optional tutorial will be offered.

**Bemerkung**

**Reader** ● Assessment Tasks – see syllabus ● Registration – StudIP 1.10.-12.10. (24 Uhr) ● Size restriction – 40 ● Prerequisites – None ● Further Information – gabriele.blell@engsem.~

**Literatur**

**Required Reading:**

Please see the course page on StudIP.

---

**Introduction to English Language Teaching**

Seminar, SWS: 2, Max. Teilnehmer: 40

**Woltin, Alexander**

**Kommentar**

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

An optional tutorial will be offered.

**Bemerkung**

**Reader** ● Assessment Tasks – see syllabus ● Registration – StudIP 1.10.-12.10. (24 Uhr) ● Size restriction – 40 ● Prerequisites – None ● Further Information – alexander.woltin@engsem.~

**Literatur**

**Required Reading:**

Please see the course page on StudIP.
Teaching the Skills: Listening, Reading, Speaking, Writing, and Mediation

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

Di wöchentl. 16:00 - 18:00 14.10.2014 - 31.01.2015 1502 - 615

Kommentar
Although teaching listening, reading, speaking, writing, and also mediation are/ have become important everyday activities in the EFL classroom and for future teachers of English as well, they are sometimes regarded with apprehension: speaking e.g. has only in the last two decades become a relevant aspect of teaching foreign languages, or teaching mediation has become compulsory since 2009 only (in Lower Saxony). Although the traditional skills-based approach has been criticized widely (namely because it aims at developing language skills by continuous practice, ignoring learners' mental processes), we will retain the traditional language skills classification in the seminar for practical reasons. At the same time, we will have a look at discussions of teaching skills in terms of communicative activities and competences (competences as the "sum of knowledge, skills and characteristics that allow a person to perform actions." [CoE 2001:9]) Based on an integrated skills and competences approach students will get to know various teaching methods and are asked to design little task-based teaching scenarios themselves.

Bemerkung

Literatur
Required Reading:
See StudIP.

Foundations Language Practice (SP1/SP2)
Grammar (Blockseminar)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster, Darren Paul

Block 09:00 - 16:00 01.10.2014 - 08.10.2014 1502 - 709

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

Bemerkung

SP2

Vocabulary and Pronunciation (Gruppe 1)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster, Darren Paul

Mo wöchentl. 10:00 - 12:00 20.10.2014 - 31.01.2015 1502 - 615 01. Gruppe

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.

Bemerkung

SP1
<table>
<thead>
<tr>
<th>Gruppe</th>
<th>Day</th>
<th>Time</th>
<th>Dates</th>
<th>Code</th>
<th>Teacher</th>
<th>Frequency</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Di</td>
<td>14:00-16:00</td>
<td>21.10.2014-31.01.2015</td>
<td>1502-703</td>
<td>Foster, Darren Paul</td>
<td>wöchentl.</td>
<td>What are <em>galoshes</em>, <em>chanterelles</em> and <em>zephyrs</em>? How are those words pronounced? Which verbs are useful for reporting academic research? Why do <em>pear</em> and <em>bear</em> rhyme, but not <em>dear</em>? What do <em>subconscious</em> and <em>submarine</em> have in common? What is the difference between <em>extent</em> and <em>extend</em>? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.</td>
</tr>
<tr>
<td>3</td>
<td>Do</td>
<td>12:00-14:00</td>
<td>23.10.2014-31.01.2015</td>
<td>1502-703</td>
<td>Foster, Darren Paul</td>
<td>wöchentl.</td>
<td>What are <em>galoshes</em>, <em>chanterelles</em> and <em>zephyrs</em>? How are those words pronounced? Which verbs are useful for reporting academic research? Why do <em>pear</em> and <em>bear</em> rhyme, but not <em>dear</em>? What do <em>subconscious</em> and <em>submarine</em> have in common? What is the difference between <em>extent</em> and <em>extend</em>? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.</td>
</tr>
<tr>
<td>4</td>
<td>Do</td>
<td>14:00-16:00</td>
<td>23.10.2014-31.01.2015</td>
<td>1502-609</td>
<td>Foster, Darren Paul</td>
<td>wöchentl.</td>
<td>What are <em>galoshes</em>, <em>chanterelles</em> and <em>zephyrs</em>? How are those words pronounced? Which verbs are useful for reporting academic research? Why do <em>pear</em> and <em>bear</em> rhyme, but not <em>dear</em>? What do <em>subconscious</em> and <em>submarine</em> have in common? What is the difference between <em>extent</em> and <em>extend</em>? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.</td>
</tr>
<tr>
<td>5</td>
<td>Fr</td>
<td>14:00-16:00</td>
<td>24.10.2014-31.01.2015</td>
<td>1502-615</td>
<td>Foster, Darren Paul</td>
<td>wöchentl.</td>
<td>What are <em>galoshes</em>, <em>chanterelles</em> and <em>zephyrs</em>? How are those words pronounced? Which verbs are useful for reporting academic research? Why do <em>pear</em> and <em>bear</em> rhyme, but not <em>dear</em>? What do <em>subconscious</em> and <em>submarine</em> have in common? What is the difference between <em>extent</em> and <em>extend</em>? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.</td>
</tr>
</tbody>
</table>

**Vocabulary and Pronunciation (Gruppe 2)**

**Vocabulary and Pronunciation (Gruppe 3)**

**Vocabulary and Pronunciation (Gruppe 4)**

**Vocabulary and Pronunciation (Gruppe 5)**
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.

Bemerkung


SP1

Survey British Literature and Culture (BritF2.1/Brit2.2)
Survey of British Literatures and Cultures I

Vorlesung, SWS: 2
Emig, Rainer

Fr wöchentl. 12:00 - 14:00 24.10.2014 - 30.01.2015 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 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.

Bemerkung

Assessment Tasks – mid-term test for Studienleistung, final 60-minute exam after lecture 2 in the summer term for Prüfungsleistung # Registration – StudIP 1.10.2014 - 12.10.2014 # Size restriction – None # Prerequisites – None # Further Information – rainer.emig@engsem~

BritF2.1

Literatur

Recommended Purchase:


Survey American Literature and Culture (AmerF2.1/AmerF2.2)
American Literature and Culture from the Beginnings to the 1850s

Vorlesung, SWS: 2
Mayer, Ruth | Twelbeck, Kirsten

Kommentar

This online 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. The SL-exam ("midterm") will take place on Wednesday (!) January 7, 2015 (18:00-20:00). General information regarding the midterm will be posted online.
### Intermediate Literature and Culture (AmerBritF3 / AmerF4 oder BritF4)
**"Fantastic Adolescence. Contemporary American Narrative and Participatory Culture"**

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

**Fr. wöchentl.** 12:00 - 14:00 17.10.2014 - 31.01.2015 1502 - 306

**Kommentar**

In recent years, books, TV series and films that feature teenagers and adolescents with supernatural powers have been exceptionally successful in the United States. At the same time, fans of these texts are engaging with the material in a productive way and discuss and critique it online as well as produce their own prequels, sequels and transformations in diverse media. This class will undertake both close readings and theoretical investigations of episodes of TV shows like *Buffy the Vampire Slayer*, books as *New Moon* of the *Twilight* series, films like the recent *Chronicle*, and the fan practices that surround them.

**Bemerkung**


**Literatur**

*Reader – course material on StudIP*

*Recommended Reading*


### "Moab is my Washpot" ???: The Bible and the Christian Churches in Literature and Culture

**Seminar, SWS: 2, Max. Teilnehmer: 25**
**Bennett, Peter | Dierks, Alexandra**

**Mi. wöchentl.** 10:00 - 12:00 15.10.2014 - 31.01.2015 1502 - 703

**Kommentar**

Mary Magdalene, Genesis, High Church, Low Church, the Last Supper, Moses, Methodist, Abraham, Archangel, Crucifixion, Last Judgement, all is vanity, the eye of a needle, Eucharist, Joseph (which Joseph?), Moab ...

Writers of literary texts from the beginnings until the middle of the 20th century have assumed that their readers had a Christian upbringing and were broadly familiar, even intimately so, with the names, stories and events from the Old and New Testaments of the Bible. They could also assume that most of their readers were aware, even if crudely and one-sidedly, of the most obvious differences between different Christian churches in respect of doctrine, ideology, religious practice and cultural status. That knowledge and familiarity are much less widely shared nowadays. Students of anglophone literature may be puzzled by or even blind to references and allusions to biblical or ecclesiastical matters (names, stories, labels, symbols). The literary and cultural significance of these references and allusions may then be entirely missed or greatly underestimated.
The main aim of this seminar is to introduce students of literature and culture to key biblical events and narratives as well as to important developments in Christian history and divergences in church culture. A related aim is to help students be alert to the signs and the pervasive presence of these sets of cultural meanings.

Bemerkung

Assessment Tasks – to be specified in class  ●  Registration – StudIP 1.9.2014 - 30.9.2014  ●  Size restriction – 25  ●  Prerequisites – Amer/BritF1, BritF2.1 + BritF2.2 preferable  ●  Further Information – peter.bennett@engsem.

Literatur

Required Reading:

It is absolutely vital that, from the very start, every participant has a text of the English translation of the Bible known as the Authorized King James Version. The best-value annotated edition is:


You could also look for an unannotated secondhand copy or download a free digital version from the Internet.

Remembering the Vietnam War

Seminar, SWS: 2, Max. Teilnehmer: 25
Fehlhaber, M. A., Svenja

Mo wöchentl. 14:00 - 16:00 20.10.2014 - 31.01.2015  1502 - 609

Twenty-one years after the official end of the US military’s involvement in Vietnam, Robert M. Slabey states: “‘Vietnam’ has become an American metaphor for [...] a syndrome for which no cure exists.” In this class we will explore the ways in which the Vietnam War has continued to resonate in American cultural production. This seminar thus aims at providing a comprehensive overview of the ongoing process through which the nation has tried to come to terms with an unprecedented experience of defeat and loss in Vietnam. The role and function that cultural production had in this very process will be our central concern throughout the semester.

While looking at crucial historical contexts like the official recognition of post-traumatic stress disorder in 1980, the politics of reintegrating Vietnam veterans as well as forms of political memory, we will trace a cultural discourse of the war as it emerged in its aftermath and underwent a number of significant transformations throughout the following decades. For this purpose, we will not only look at the only war movie produced during the war, John Wayne’s 1968 *The Green Berets*, but also examine retrospective negotiations of the war in Scorsese’s *Taxi Driver* (1976), Coppola’s 1979 *Apocalypse Now* or Wallace’s *We Were Soldiers* (2002), novels like Heinemann’s 1986 *Paco’s Story* or O’Brian’s *The Things they Carried* (1980) as well as other formats of visual culture like Dough Murray’s comic *The ‘Nam* (1986-93). While questions of genre, iconography, aesthetics and theme will be addressed, the class furthermore introduces students to aspects of trauma theory and memory studies.

Bemerkung


Literatur

Please note that there will be a number of film screenings in addition to our regular sessions and your weekly reading.

Required Reading

The literature to be purchased will be specified in class.

Television Studies

Seminar, SWS: 2, Max. Teilnehmer: 25
Groß (M. A.), Florian

Winter 2014/15
Englisches Seminar

This class will provide a comprehensive introduction to the academic study of television in the United States. It will start with a look at television's history and a brief history of theoretical approaches to studying television. It will then introduce a number of critical concepts and tools to perform televisual criticism from the vantage point of both cultural and media studies. With a focus on serial television, this class will conclude with case studies from different genres and a consideration of television's role in times of media convergence.

Assessment Tasks – will be specified in class
Size restriction – 25
Prerequisites – AmerBritF1
Further Information – florian.gross@engsem.

Literatur
Required Reading

Please refer to the course page on StudIP.

Theories and Methods of Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 40
Krämer, Lucia

Oscar Wilde’s novel The Picture of Dorian Gray (1890) 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 Wilde’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 The Picture of Dorian Gray in order to demonstrate the practical value of these theories and practice their terminologies.

Please buy the Oxford World’s Classics paperback edition of The Picture of Dorian Gray (ed. by Joseph Bristow) 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).

Assessment Tasks – will be specified in class
Size restriction – 40
Prerequisites – AmerBritF1
Further Information – lucia.kraemer@engsem.

Recommended Reading:

Theories and Methods of Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 80
Emig, Rainer

Oscar Wilde’s novel The Picture of Dorian Gray (1890) 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 Wilde’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 *The Picture of Dorian Gray* in order to demonstrate the practical value of these theories and practice their terminologies.

Please buy the Oxford World’s Classics paperback edition of *The Picture of Dorian Gray* (ed. by Joseph Bristow) 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).

### Assessment Tasks
- **Reader**: copy shop Stork (Körnerstraße)
- **Assessment Tasks**: will be specified in class

### Registration
- # Size restriction: 80
- # Prerequisites: AmerBritF1
- # Further Information: rainer.emig@engsem.

### Literature

#### Recommended Reading:

### Theories and Methods of Literary Studies

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

**Mayer, Ruth**

**Mi wöchentl. 12:00 - 14:00 15.10.2014 - 31.01.2015** 1502 - 609

**Kommentar**

This seminar introduces students to literary theories and methods. We will engage with major theoretical approaches to literature and culture from the twentieth century. Our readings may comprise approaches such as Formalism/Structuralism/New Criticism, Reader Response Theory, Psychoanalytic Criticism, Marxist and Feminist Literary Theory, Gender and Queer Studies, Postcolonial Theory, and the New Historicism. We will review key ideas of these approaches and discuss their application and interrelation. Please refer to the course page on StudIP for further information as the semester approaches.

**Bemerkung**

- **Assessment Tasks** – will be specified
- **Size restriction** – 40
- **Prerequisites** – AmerBritF1
- **Further Information** – ruth.mayer@engsem.uni-hannover.de

**Literatur**

- **Reader** – StudIP

### Writing Change: South African Literature from Apartheid to the Present

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

**Jain-Warden, Verena**

**Do wöchentl. 12:00 - 14:00 16.10.2014 - 31.01.2015** 1502 - 615

**Bemerkung zur Gruppe**

Verena Jain-Warden

**Kommentar**

In the last twenty five years, South Africa has changed from apartheid to a multi-party democracy with one of the most advanced constitutions worldwide. In this course, we will look at a variety of South African texts from apartheid and post-apartheid times. Two plays by Athol Fugard, “The Island” (1973) and “Sizwe Bansi is Dead” (1972), Phaswane Mpe’s novel *Welcome to Our Hillbrow* (2001) as well as various short stories by Can Themba, Alan Paton, Njabulo S. Ndebele, Nadine Gordimer, Antjie Krog and Tanya Chan-Sam will be analysed. We will discuss the representational strategies through which
issues such as apartheid inequalities, power relations, identity, trauma and resistance are addressed at different times and via different generic conventions. By placing the texts in their respective historical and cultural contexts, we will learn about continuities between past and present as well as about changing thematic concerns.

Please note that Prof. Dr. Blell offers a corresponding seminar on “Teaching English with Literature: Many Voices – Many Cultures”. Students are more than welcome to attend both classes.

**Bemerkung**


**Literatur**

**Required Reading:**

Students should get hold of the following texts – any edition will do:

- Fugard, Athol: “The Island” (1973) and “Sizwe Bansi Is Dead” (1972) (e.g. in the collections *Township Plays* or *Statements: Three Plays*).
- The short stories that we will discuss, apart from Can Themba’s “The Suit”, are included in the following anthology, a copy of which students can collect from the secretary’s office:

**Recommended Reading:**


**Intermediate Linguistics (LingF3/LingF4)**

**English Sentences**

**Vorlesung, SWS: 2**

Schulze, Rainer

<table>
<thead>
<tr>
<th>Mo wöchentl.</th>
<th>10:00 - 12:00</th>
<th>13.10.2014 - 31.01.2015</th>
<th>1502 - 003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mo Einzel</td>
<td>10:00 - 12:00</td>
<td>26.01.2015 - 26.01.2015</td>
<td>1502 - 709</td>
</tr>
</tbody>
</table>

**Bemerkung zur Gruppe**

Ausweichraum Seminar Dr. Carmen Becker (KL+SUR)

**Kommentar**

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

**Bemerkung**

LingF3; FAL1.1/FAL1.2


**Literatur**

**Required Reading:**

- Aarts, Bas. 42013. *English Syntax and Argumentation*. Basingstoke: Palgrave Macmillan
Language Change

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

Do wöchentl. 10:00 - 12:00 16.10.2014 - 31.01.2015 1502 - 703

Kommentar
Languages develop perpetually making linguistic change inevitable. But what can change in a language and is linguistic change predictable? This course is designed to acquire an in-depth understanding of the mechanisms and processes involved in language change. To this end we will examine change phenomena, past and present, of the English language by systematically tracing linguistic developments on the different levels of language description, i.e. sound, lexis, grammar, but also semantics and pragmatics. We will also deal with issues such as motivation and actuation, so as to gain a better understanding of what causes languages to change in the first place. We will seek answers in language-internal factors, but will also look at causes that lie outside the linguistic system, i.e. the role of the speaker and the sociolinguistic context of language change.

Bemerkung
Registration – StudIP 22.9.2014-06.10.2014 / Size restriction – 30 / Prerequisites – LingF1 and LingF2 / Further Information - meike.pfaff@engsem.

Literatur
Reader:
Reading material will be made available online on Stud.IP

Morphology

Seminar, SWS: 2
Hohaus, Pascal

Do wöchentl. 12:00 - 14:00 16.10.2014 - 31.01.2015 1502 - 613

Kommentar
This course is designed as an introduction to the study of words and the analysis of word structure. First, we will discuss basic concepts of morphology such as morphemes, allomorphs and various types of suffixes. To do so, we will use different languages as illustrations. In the second part of the seminar, issues such as productivity, inflection and derivation will be tackled. Some effort will also be devoted to examine the interrelations between morphology and phonology as well as between morphology and syntax. In the final part of the seminar, we will be concerned with some theoretical approaches to morphology, such as lexicalist morphology and word-and-paradigm morphology. Diachronic and typological accounts of morphology will also be introduced.

Bemerkung
Registration – StudIP 22.9.2014-06.10.2014 / Size restriction – 25 / Prerequisites – LingF1 and LingF2 / Further Information – p.hohaus@gmx.de

Literatur

Phraseology

Seminar, SWS: 2, Max. Teilnehmer: 25
Gerckens (M. A.), Caroline

Mi wöchentl. 08:00 - 10:00 15.10.2014 - 31.01.2015 1502 - 615

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.

Registration – StudIP 22.9.2014-06.10.2014 / Size restriction – 30 / Prerequisites – LingF1 and LingF2 / Further Information - caroline.gerckens@engsem.

Bemerkung

Literatur

Readings in English Syntax

Seminar, SWS: 2
Hohaus, Pascal

Mi 16:00 - 18:00 29.10.2014 - 31.01.2015 1502 - 703

Kommentar
One of the most frequently asked questions in the syntax classroom is what someone might do with grammatical information and syntactic theory. This class, a is a companion class to the lecture English Sentences. It is designed to further illustrate the broad use and application of grammatical and syntactic knowledge, as necessary in the description of word categories, phrases, main and subordinate clauses, complementation patterns of verbs or adjectives, constituency ‘establishment’, subcategorisation frames, etc. This companion class is intended to reinforce linguistic concepts that students learn in the English Sentences lecture from a new angle, demonstrating the significance of a range of terms and concepts in English syntax that students might not otherwise consider.

Bemerkung
LingF3 / FAL1.1, FAL1.2

Literatur
Reader – an electronic reader containing the texts discussed in class will be available from StudIP.

Second Language Acquisition

Seminar, SWS: 2, Max. Teilnehmer: 25
Gerckens (M. A.), Caroline

Di 10:00 - 12:00 14.10.2014 - 31.01.2015 1502 - 609

Kommentar
"The field of second language acquisition (SLA, for short) investigates the human capacity to learn additional languages after the first language […] or languages […] have already been acquired" (Ortega, 2011: 1). This LingF4 seminar provides a comprehensive but scientific introduction to the field of SLA. The key terms and the most influential theories will be discussed. In addition, we will deal with some main themes in SLA such as age, crosslinguistic influence and fossilization, but also the role of instruction. In addition, the link to learner corpus research will be made. During the term, students (in groups of two or three) are expected to give presentations on selected articles and provide an annotated bibliography. The Prüfungsleistung will consist of a term paper. More information will be given later.

Bemerkung
Registration – StudIP 22.9.2014-06.10.2014 / Size restriction – 30 / Prerequisites – LingF1 and LingF2 / Further Information - caroline.gerckens@engsem.

Literatur
Required Reading:
Focus Module (AmerF4 oder BritF4 oder LingF4)
"Fantastic Adolescence. Contemporary American Narrative and Participatory Culture"

Seminar, SWS: 2, Max. Teilnehmer: 25
Soller, Bettina

Kommentar
In recent years, books, TV series and films that feature teenagers and adolescents with supernatural powers have been exceptionally successful in the United States. At the same time, fans of these texts are engaging with the material in a productive way and discuss and critique it online as well as produce their own prequels, sequels and transformations in diverse media. This class will undertake both close readings and theoretical investigations of episodes of TV shows like Buffy the Vampire Slayer, books as New Moon of the Twilight series, films like the recent Chronicle, and the fan practices that surround them.

Bemerkung
Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2014 - 30.9.2014 ● Size restriction – 25 ● Prerequisites – Studienleistung(en) of AmerBritF1 ● Further Information – bettinasoller@hotmail.com

Literatur
Required Reading
Please refer to the course page on StudIP.
Reader – copy shop Stork (Körnerstraße) from 1 October

Language Change

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

Kommentar
Languages develop perpetually making linguistic change inevitable. But what can change in a language and is linguistic change predictable? This course is designed to acquire an in-depth understanding of the mechanisms and processes involved in language change. To this end we will examine change phenomena, past and present, of the English language by systematically tracing linguistic developments on the different levels of language description, i.e. sound, lexis, grammar, but also semantics and pragmatics. We will also deal with issues such as motivation and actuation, so as to gain a better understanding of what causes languages to change in the first place. We will seek answers in language-internal factors, but will also look at causes that lie outside the linguistic system, i.e. the role of the speaker and the sociolinguistic context of language change.

Bemerkung
Registration – StudIP 22.9.2014-06.10.2014 / Size restriction – 30 / Prerequisites – LingF1 and LingF2 / Further Information - meike.pfaff@engsem.

Literatur
Reader:
Reading material will be made available online on Stud.IP

"Moab is my Washpot" ???: The Bible and the Christian Churches in Literature and Culture

Seminar, SWS: 2, Max. Teilnehmer: 25
Bennett, Peter | Dierks, Alexandra

Kommentar
Reading material will be made available online on Stud.IP
Mary Magdalene, Genesis, High Church, Low Church, the Last Supper, Moses, Methodist, Abraham, Archangel, Crucifixion, Last Judgement, all is vanity, the eye of a needle, Eucharist, Joseph (which Joseph?), Moab ...

Writers of literary texts from the beginnings until the middle of the 20th century have assumed that their readers had a Christian upbringing and were broadly familiar, even intimately so, with the names, stories and events from the Old and New Testaments of the Bible. They could also assume that most of their readers were aware, even if crudely and one-sidedly, of the most obvious differences between different Christian churches in respect of doctrine, ideology, religious practice and cultural status. That knowledge and familiarity are much less widely shared nowadays. Students of anglophone literature may be puzzled by or even blind to references and allusions to biblical or ecclesiastical matters (names, stories, labels, symbols). The literary and cultural significance of these references and allusions may then be entirely missed or greatly underestimated.

The main aim of this seminar is to introduce students of literature and culture to key biblical events and narratives as well as to important developments in Christian history and divergences in church culture. A related aim is to help students be alert to the signs and the pervasive presence of these sets of cultural meanings.

Assessment Tasks – to be specified in class


Size restriction – 25

Prerequisites – Amer/BritF1, BritF2.1 + BritF2.2 preferable

Further Information – peter.bennett@engsem.

Required Reading:

It is absolutely vital that, from the very start, every participant has a text of the English translation of the Bible known as the Authorized King James Version. The best-value annotated edition is:


You could also look for an unannotated secondhand copy or download a free digital version from the Internet.

This course is designed as an introduction to the study of words and the analysis of word structure. First, we will discuss basic concepts of morphology such as morphemes, allomorphs and various types of suffixes. To do so, we will use different languages as illustrations. In the second part of the seminar, issues such as productivity, inflection and derivation will be tackled. Some effort will also be devoted to examine the interrelations between morphology and phonology as well as between morphology and syntax. In the final part of the seminar, we will be concerned with some theoretical approaches to morphology, such as lexicalist morphology and word-and-paradigm morphology. Diachronic and typological accounts of morphology will also be introduced.

Registration – StudIP 22.9.2014-06.10.2014

Size restriction – 25

Prerequisites – LingF1 and LingF2

Further Information – p.hohaus@gmx.de


Seminar, SWS: 2, Max. Teilnehmer: 25

Gerckens (M. A.), Caroline
Englisches Seminar

Winter 2014/15

20 wöchentl. 08:00 - 10:00 15.10.2014 - 31.01.2015 1502 - 615

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.

Bemerkung

Registration – StudIP 22.9.2014-06.10.2014 / Size restriction – 30 / Prerequisites – LingF1 and LingF2 / Further Information - caroline.gerckens@engsem.

Literatur

Reader: – an electronic reader containing the texts discussed in class will be available from StudIP.

Remembering the Vietnam War

Seminar, SWS: 2, Max. Teilnehmer: 25
Fehlhaber, M. A., Svenja

Mo wöchentl. 14:00 - 16:00 20.10.2014 - 31.01.2015 1502 - 609

Kommentar

Twenty-one years after the official end of the US military’s involvement in Vietnam, Robert M. Slabey states: “Vietnam has become an American metaphor for [...] a syndrome for which no cure exists." In this class we will explore the ways in which the Vietnam War has continued to resonate in American cultural production. This seminar thus aims at providing a comprehensive overview of the ongoing process through which the nation has tried to come to terms with an unprecedented experience of defeat and loss in Vietnam. The role and function that cultural production had in this very process will be our central concern throughout the semester.

While looking at crucial historical contexts like the official recognition of post-traumatic stress disorder in 1980, the politics of reintegrating Vietnam veterans as well as forms of political memory, we will trace a cultural discourse of the war as it emerged in its aftermath and underwent a number of significant transformations throughout the following decades. For this purpose, we will not only look at the only war movie produced during the war, John Wayne’s 1968 The Green Berets, but also examine retrospective negotiations of the war in Scorcese’s Taxi Driver (1976), Coppola’s 1979 Apocalypse Now or Wallace’s We Were Soldiers (2002), novels like Heinemann’s 1986 Paco’s Story or O’Brien’s The Things they Carried (1990) as well as other formats of visual culture like Dough Murray’s comic The ’Nam (1986-93). While questions of genre, iconography, aesthetics and theme will be addressed, the class furthermore introduces students to aspects of trauma theory and memory studies.

Bemerkung


Literatur

Please note that there will be a number of film screenings in addition to our regular sessions and your weekly reading.

Required Reading

The literature to be purchased will be specified in class.

Second Language Acquisition

Winter 2014/15

20
Englisches Seminar

Seminar, SWS: 2, Max. Teilnehmer: 25
Gerckens (M. A.), Caroline

Di wöchentl. 10:00 - 12:00 14.10.2014 - 31.01.2015 1502 - 609
Kommentar "The field of second language acquisition (SLA, for short) investigates the human capacity to learn additional languages after the first language […] or languages […] have already been acquired" (Ortega, 2011: 1). This LingF4 seminar provides a comprehensive but scientific introduction to the field of SLA. The key terms and the most influential theories will be discussed. In addition, we will deal with some main themes in SLA such as age, crosslinguistic influence and fossilization, but also the role of instruction. In addition, the link to learner corpus research will be made. During the term, students (in groups of two or three) are expected to give presentations on selected articles and provide an annotated bibliography. The Prüfungsleistung will consist of a term paper. More information will be given later.

Bemerkung
Registration – StudIP 22.9.2014-06.10.2014 / Size restriction – 30 / Prerequisites – LingF1 and LingF2 / Further Information - caroline.gerckens@engsem.~

Literatur

Television Studies

Seminar, SWS: 2, Max. Teilnehmer: 25
Groß (M. A.), Florian

Mi wöchentl. 10:00 - 12:00 15.10.2014 - 31.01.2015 1502 - 609
Kommentar This class will provide a comprehensive introduction to the academic study of television in the United States. It will start with a look at television’s history and a brief history of theoretical approaches to studying television. It will then introduce a number of critical concepts and tools to perform televisual criticism from the vantage point of both cultural and media studies. With a focus on serial television, this class will conclude with case studies from different genres and a consideration of television’s role in times of media convergence.

Bemerkung

Literatur
Required Reading
AmerF4

Writing Change: South African Literature from Apartheid to the Present

Seminar, SWS: 2, Max. Teilnehmer: 25
Jain-Warden, Verena

Do wöchentl. 12:00 - 14:00 16.10.2014 - 31.01.2015 1502 - 615
Kommentar In the last twenty five years, South Africa has changed from apartheid to a multi-party democracy with one of the most advanced constitutions worldwide. In this course, we will look at a variety of South African texts from apartheid and post-apartheid times. Two plays by Athol Fugard, “The Island” (1973) and “Sizwe Bansi is Dead” (1972), Phaswane Mpe’s novel Welcome to Our Hillbrow (2001) as well as various short stories by Can Themba, Alan Paton, Njabulo S. Ndebele, Nadine Gordimer, Antjie Krog and Tanya Chan-Sam will be analysed. We will discuss the representational strategies through which
issues such as apartheid inequalities, power relations, identity, trauma and resistance are addressed at different times and via different generic conventions. By placing the texts in their respective historical and cultural contexts, we will learn about continuities between past and present as well as about changing thematic concerns.

Please note that Prof. Dr. Blell offers a corresponding seminar on “Teaching English with Literature: Many Voices – Many Cultures”. Students are more than welcome to attend both classes.

Bemerkung

Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2014 - 30.9.2014 ● Size restriction – 25 ● Prerequisites – AmerBritF1 ● Further Information – verena.warden@uni-bonn.de

BritF4

Required Reading:

Students should get hold of the following texts – any edition will do:

Fugard, Athol: “The Island” (1973) and “Sizwe Bansi is Dead” (1972) (e.g. in the collections Township Plays or Statements: Three Plays)

Mpe, Phaswane. Welcome to Our Hillbrow (2001)

The short stories that we will discuss, apart from Can Themba’s “The Suit”, are included in the following anthology, a copy of which students can collect from the secretary’s office:


Recommended Reading:


Advanced Literature and Culture (AmerA/BritA)
Cultures of Capitalism

Seminar. SWS: 2, Max. Teilnehmer: 25
Groß (M. A.), Florian

Do wöchentl. 10:00 - 12:00 16.10.2014 - 31.01.2015 1502 - 609

Kommentar

In this class we will analyze theoretical approaches to cultural practices and social values that have emerged in the context of U.S. capitalism since the 19th century. How have different ideas of capitalism affected U.S. culture, how has capitalism’s impact changed throughout time? How were questions of work, leisure, class, economic inequality, and the market historically negotiated, especially during times of (financial) crisis? We will look at classic analyses of capitalism (Smith, Marx, Weber) as well as more recent general approaches (Bell, Piketty), analyze various historical stages of modern U.S. capitalism from the late 19th century to different figurations of 21st century post-industrial capitalism (e.g. McGuigan’s “cool capitalism” or Boutang’s “cognitive capitalism”), and consider analyses of U.S. consumption patterns from Veblen’s “conspicuous consumption” to Frank’s “hip consumerism”. Obviously, students taking this class should not be averse to theory.

Bemerkung

Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2014 - 30.9.2014 ● Size restriction – 25 ● Prerequisites – AmerF4/BritF4 for Fu#BA and MEd students, none for all others ● Further Information – florian.gross@engsem.

Literatur

Recommended Reading

n/a

Dracula
In this class we will be concerned with the Trans-Atlantic and transmedial career of Dracula, tracing the Count from Transylvania to England, Germany, into the United States and back again across the Atlantic to Europe, with a possible detour to Sesame Street. We will look at the gradual iconization of the serial figure, its passage from the gothic novel to the horror film and, more recently, into 'quality' TV, and we will take this as a chance to discuss questions of genre and media specificity, alterity, sexuality, and gender. We will discuss Bram Stoker's novel, watch Nosferatu (Friedrich Wilhelm Murnau, 1922), Dracula (Tod Browning, featuring Bela Lugosi, 1931), one or two of the Christopher Lee films of the 1970s, Bram Stoker's Dracula (Francis Ford Coppola, 1993), and episodes of the TV-series Dracula (NBC, 2013), in addition to various other instances of vampiric (re)incarnation. Please buy and read the novel before the semester starts. If there are more registrations than seats, a quiz or response paper on the novel will decide upon participation.
Modernity, Serialization, and American Film

Seminar, SWS: 2, Max. Teilnehmer: 25
Brasch (M. A.), Ilka | Mayer, Ruth

Di wöchentl. 12:00 - 14:00 14.10.2014 - 31.01.2015 1502 - 609

Kommentar
This class will explore exemplary instances in the formative phase of American cinema, between 1910 and 1940. We will be interested in how films of this period engage with and enact modernity and modernization, depicting and displaying masses, machines, and the media. In particular, we will investigate processes and techniques of serialization – both with regard to the thematic takes on processes of standardization, streamlining, replication, or automation, and with regard to filmic and cinematic serial formats and devices: film serials, remakes, and other forms of filmic repetition and variation. To this purpose, we will analyze seminal examples of modern filmmaking such as *Metropolis* (Fritz Lang, 1927), *The Crowd* (King Vidor, 1928), and *Modern Times* (Charles Chaplin, 1936). We will also focus on the film serial as one of the most popular entertainment forms of early classical Hollywood. The class will be followed by a conference in April 2015, which will give students the chance to discuss their questions and findings with leading experts of the field from Germany, the UK, and the United States.

Bemerkung
Assessment Tasks – will be specified ● Registration – StudIP 1.9.2014 - 30.9.2014 ● Size restriction – 25 ● Prerequisites – AmerF4/BritF4 for FüBA and MEd students, none for all others ● Further Information – ruth.mayer@engsem.uni-hannover.de; ilka.brasch@engsem.uni-hannover.de

Literatur
*Reader – StudIP*

Romanticism

Seminar, SWS: 2, Max. Teilnehmer: 40
Emig, Rainer

Do wöchentl. 14:00 - 16:00 16.10.2014 - 31.01.2015 1502 - 703

Kommentar
Despite its short lifespan from the end of the eighteenth to the first decades of the nineteenth century, Romanticism has proved a decisive intellectual and artistic force in Western cultures. Our modern understanding of the self, of love, marriage, but also art and literature and the ways in which these should be encountered, are still shaped by what Jerome McGann calls “the Romantic Ideology”. This course will assess Romanticism’s origins, its aesthetic programmes and literary output in the context of the political and economic conditions in which they developed. It will look at famous and not so famous Romantic writers and their texts. These will be analysed as artistic and intellectual endeavours and as responses to and interventions in a time when the modern bourgeois subject was constituting itself. Political oppression, but also industrialisation and an emerging global capitalism, are crucial in this. Students should be prepared to engage not only with literary texts in all genres (poetry, drama, and prose), but also with cultural and philosophical manifestos. They should not be averse to more abstract theoretical inquiries into issues such as subjectivity and aesthetics.

Bemerkung
Assessment Tasks: critical summary of a secondary text as *Studienleistung*; essay of approx. 5,000 words for *Prüfungsleistung* ● Registration: StudIP 1.9.2014 - 30.9.2014 ● Size restriction: 40 ● Prerequisites: Module Intermediate Literature and Culture ● Further Information: rainer.emig@engsem~

Literatur
*Required Purchase:*

Winter 2014/15


**Recommended Reading:**


---

**Scotland: A Cultural Study**

Seminar, SWS: 2, Max. Teilnehmer: 30

Bennett, Peter

Fr wöchentl. 12:00 - 14:00 17.10.2014 - 31.01.2015 1502 - 703

**Kommentar**

By the time this seminar begins, the people of Scotland will have decided by referendum whether Scotland is to leave the United Kingdom or not. Whatever the outcome, the referendum will have put Scotland and questions of Scottish identity and culture into the spotlight. The seminar will primarily be concerned with various representations and understandings of Scotland and with the meaning of Scottish identity. We shall of course consider Scottish history from early times to the present, both domestic and in relation to England, Britain, Europe and the world, but we shall do this with a view not only to the representational nature of history-writing but also to ways in which certain phases, situations and moments of history intersect with synchronic topics such as Scottish identities, stereotypes and geographies. We shall learn about the process of representation and apply it by reading romantic, touristic, cinematic and other verbal, visual and acoustic images against the grain.

**Bemerkung**


**Literatur**

Reading material will be announced or supplied during the semester.

---

**Transmedia Storytelling**

Seminar, SWS: 2, Max. Teilnehmer: 30

Krämer, Lucia

Di wöchentl. 12:00 - 14:00 14.10.2014 - 31.01.2015 1502 - 703

**Kommentar**

This course is designed to enable students to engage analytically and critically with the phenomenon of transmedia storytelling, i.e. with textual universes that extend across several media. Transmedia storytelling has been interpreted as the creation of (usually promotional) products and paratexts in different media around a single-medium text such as a film, TV series, popular book or game, and this is not a new phenomenon. Nor are spin-offs. Think, for example, of Disney franchises based on feature films that have spawned TV series, comic books, musicals, games both physical and digital, figurines and theme-park experiences. Those scholars and practitioners who propose that transmedia is a paradigm shift in storytelling, however, usually define the phenomenon quite differently. They use it to describe projects where texts in different media are not just added to a single-medium text. Instead, they mean projects whose narrative plots and fictional story world are developed deliberately and coherently across a variety of media platforms from the very beginning, i.e. projects where, in contrast to spin-offs and merchandising, transmedia concepts are central to the conception of the story and organic to how it is told.
In this course, we will engage extensively with the theorisation of transmedia storytelling, especially in relation to neighbouring phenomena such as adaptation, serialisation and remediation. However, we will also engage in depth with three examples, namely (i) the Harry Potter text cosmos, (ii) the transmedia storytelling strategies around the recent BBC series Sherlock and (iii) the webseries The Lizzie Bennet Diaries, a modernisation of Jane Austen’s Pride and Prejudice.

Bemerkung

Literatur
Required Reading/Watching:
Austen, Jane. Pride and Prejudice. (1813) The Lizzie Bennet Diaries Rowling, J.K. Harry Potter and the Philosopher’s Stone. (1997) Sherlock (BBC 2010-), 1x01, 1x03, 2x03, 3x01

Recommended Reading:

Advanced Linguistics (LingA1/LingA2)
English Morphology and Word-formation

Seminar, SWS: 2
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’).

Bemerkung

Literatur
Required Reading:

LinguA

Seminar, SWS: 2
Lotze, Netaya | Gerckens (M. A.), Caroline

Winter 2014/15
Englisches Seminar

Winter 2014/15


Für Studierende, die eine Studienleistung erbringen wollen, ist die inhaltliche Vor- oder Nachbereitung eines linguistischen Vortrags (Referat) und ggf. das Verfassen von Texten aus dem Bereich der Organisationsaufgaben (Pressemitteilung, Nachbericht über einen Vortrag für die Homepage, Einladungsschreiben u.a.) vorgesehen. Informationen zur Prüfungsleistung werden zu Beginn des Semesters gegeben.

Das Seminar ist eine fächerübergreifende Veranstaltung der Germanistik und der Anglistik. Aufgrund der besonderen Form der Lehrveranstaltung kann nur eine begrenzte Zahl von Teilnehmern aufgenommen werden!

Studierende des Englischen Seminars können in dieser Veranstaltung keine Prüfungsleistung ablegen, wohl aber eine Studienleistung.

Bemerkung

Teilnehmerzahl: 12 je Fach, Anmeldung über Stud.IP.

Literatur

Required Reading: will be discussed in class.

Assessment Tasks – will be discussed in class / Registration – StudIP

Neo-Firthian Linguistics

Seminar, SWS: 2
Schulze, Rainer

Mo wöchentl. 16:00 - 18:00 13.10.2014 - 31.01.2015 1502 - 703
Mo Einzel 16:00 - 18:00 20.10.2014 - 20.10.2014 1502 - 609

Kommentar

In this advanced seminar, we will explore the approach to language analysis taken by a group of scholars sometimes referred to collectively as ‘neo-Firthian’ (no, not Colin!). As this label suggests, these researchers work within the framework of an approach to language suggested by John Rupert Firth (1890-1960). The most prominent proponent of the neo-Firthian approach has been John Sinclair, and Sinclair played a major role in enabling subsequent work in language analysis. Many of the other key scholars in this tradition include Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert or Elena Tognini-Bonelli. Two central ideas in their approach to language analysis are ‘collocation’ and ‘discourse’. It is perhaps unfortunate that these terms are among the most multifariously defined and, therefore, the most confusing in contemporary linguistics. For this reason, we will examine some issues relating to the use of these terms, in theory and in practice. This will include presentations and discussions of how these terms are used both generally in linguistics and especially in neo-Firthian linguistics.

Bemerkung


Literatur

LingA1/LingA2; FAL2.1/FAL2.2

Required Reading:

Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be made available on my reserve shelf in the library. Please check StudIP for updates and additional information as the semester approaches.
Sounds & Society

Seminar, SWS: 2
Altendorf, Ulrike

<table>
<thead>
<tr>
<th>Day</th>
<th>Type</th>
<th>Time</th>
<th>Dates</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fr</td>
<td>Einzel</td>
<td>08:00 - 18:00</td>
<td>17.10.2014 - 17.10.2014</td>
<td>1502 - 608</td>
</tr>
<tr>
<td>Fr</td>
<td>Einzel</td>
<td>08:00 - 18:00</td>
<td>17.10.2014 - 17.10.2014</td>
<td>1502 - 613</td>
</tr>
<tr>
<td>Mo</td>
<td>Einzel</td>
<td>08:00 - 18:00</td>
<td>17.10.2014 - 17.10.2014</td>
<td>1502 - 709</td>
</tr>
<tr>
<td>Mo</td>
<td>Einzel</td>
<td>12:00 - 18:00</td>
<td>17.10.2014 - 17.10.2014</td>
<td>1502 - 703</td>
</tr>
</tbody>
</table>

Einzel: Individual sessions
Block: Block sessions
+SaSo: Saturday and Sunday sessions

Kommentar
We all know that fine-grained aspects of speech production convey a good deal of information about a speaker – how old they are, if they are male or female, which region they might come from, what kind of background or ethnicity they might have, even what kind of emotional state they are in. But describing and accounting for this kind of variation requires specific skills and theoretical approaches.

This course aims to enable you to appreciate key theories underlying social and regional accents, and to enable you to develop some core phonetic skills for analysing speech, using auditory and some basic acoustic analysis. The course will consist of core lecturing, hands-on training and analysis sessions, with opportunities for discussion and feedback; you will also carry out a small-scale group project, which you will present on the final day of the course. The dialect for the course will be Scottish English, and the materials for the course will be drawn from the newly collected Sounds of the City corpus of Glaswegian vernacular (http://soundsofthecity.arts.gla.ac.uk/), with some additional materials for the ethnic Glasgow Asian (‘Glaswasian’) accent.

Bemerkung

Registration - Sprechstunde Ulrike Altendorf / Prerequisites – LingF1-LingF4 / Further Information - Sprechstunde Ulrike Altendorf; ulrike.altendorf@engsem.

Guest lecturer: Jane Stuart-Smith, University of Glasgow

LingA1/LingA2; FAL4

Literatur

Required Reading:
Texts and materials will be provided in class. Please note that you need to bring a laptop or comparable net-enabled device to work with in class!

Structural Semantics vs. Cognitive Semantics

Seminar, SWS: 2
Schulze, Rainer

Di wöchentl. 16:00 - 18:00 14.10.2014 - 31.01.2015 1502 - 703

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

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

Bemerkung


LingA1/LingA2, FAL2.1/FAL2.2

Literatur

Required Reading:
A reader will be made available at the beginning of the semester. Please check StudIP for updates and additional information as the semester approaches.

Tense and Aspect
### English Seminar

#### Seminar, SWS: 2

**Pfaff, Meike**

**Do wöchentl.** 16:00 - 18:00 16.10.2014 - 31.01.2015 1502 - 703

**Kommentar**

This course is designed to develop an in-depth understanding of tense and aspect in English – two notoriously tricky categories concerned with the notion of time. We will explore how English speakers conceptualize time and how this is manifest in linguistic expression. In the course of the semester we will tackle these categories from different angles: We will work diachronically so as to trace the historical development of categories such as the Present Perfect or the Progressive, but we will also take on a synchronic perspective when contrasting the English T& system with that of other languages or when analysing differences in the coding of temporal and aspectual categories among selected varieties of English. Another area that will be explored in this class is the acquisition of tense and aspect categories, both in L1A as well as in L2A.

**Bemerkung**


**Literatur**

Reader – Texts and materials to be discussed in class will be made available on Stud.IP. Please check StudIP regularly for updates and additional information as the semester approaches.


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

**Advanced Composition**

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

**Foster, Darren Paul**

**Di wöchentl.** 12:00 - 14:00 14.10.2014 - 28.01.2015 1502 - 709

**Kommentar**

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

**Bemerkung**


SP4

#### Composition (Gruppe 1)

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

**Foster, Darren Paul**

**Mo wöchentl.** 12:00 - 14:00 13.10.2014 - 31.01.2015 1502 - 615

**01. Gruppe**

**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**


#### Composition (Gruppe 2)

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

**Schneller (M. A. / B. A. [USA]), Jill**

**Di wöchentl.** 10:00 - 12:00 14.10.2014 - 31.01.2015 1502 - 709

**02. Gruppe**
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.


### Composition (Gruppe 3)
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Schneller (M. A. / B. A. [USA]), Jill

<table>
<thead>
<tr>
<th>Di wöchentl.</th>
<th>12:00 - 14:00 14.10.2014 - 31.01.2015 1502 - 615 03. Gruppe</th>
</tr>
</thead>
</table>
| 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.

### Composition (Gruppe 4)
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Schneller (M. A. / B. A. [USA]), Jill

<table>
<thead>
<tr>
<th>Mi wöchentl.</th>
<th>10:00 - 12:00 15.10.2014 - 31.01.2015 1502 - 613 04. Gruppe</th>
</tr>
</thead>
</table>
| 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.

### Composition (Gruppe 5)
Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Bennett, Peter

<table>
<thead>
<tr>
<th>Fr wöchentl.</th>
<th>10:00 - 12:00 17.10.2014 - 31.01.2015 1502 - 613 05. Gruppe</th>
</tr>
</thead>
</table>
| 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.

### Language Practice Elective (SPE1/SPE2)
An Introduction to Intercultural Communication

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster, Darren Paul

| Fr wöchentl. | 10:00 - 12:00 17.10.2014 - 31.01.2015 1502 - 609 |
Kommentar

What do the British, Japanese and Chinese communication styles have in common? And how are they different from the German one? What is reverse culture shock? Is it possible to measure business cultures? What is the predicted future of current ‘world languages’?

This course aims to raise students’ awareness of the links between language and culture, and to prepare them for working internationally. Focuses include cultural norms of politeness, decoding implicit messages and adapting one’s communication style for international audiences.

The course is well-suited to students who have spent extended periods of time abroad (3 months+), but this is not a formal requirement. Students will carry out reading, writing, listening and speaking activities, and they will give a group presentation on an intercultural topic. The final exam at the end of the course will test students’ knowledge of intercultural theory.

Bemerkung


SK:

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


SPE/SK

English for Professional Use

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

Do wöchentl. 12:00 - 14:00 16.10.2014 - 31.01.2015 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.

Bemerkung


SK:

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


SPE / SK

Investigating Language Practice through Children’s Literature

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

Do wöchentl. 14:00 - 16:00 16.10.2014 - 28.01.2015 1502 - 613
Using literature written for young children, we shall develop a variety of English-language skills (grammar, vocabulary, reading, listening, speaking and writing).

**Assessment Tasks** – SL: to be announced; PL: 90-min exam ● **Registration** – StudIP 1.9.2014 - 30.9.2014 ● **Size restriction** – 25 ● **Prerequisites** – SP1 + SP2 (or SPAWR + SPCS) ● **Further Information** – peter.bennett@engsem.

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 ● **Registration** – StudIP 1.9.2014 - 31.9.2014 ● **Size restriction** – 25 ● **Prerequisites** – none ● **Further Information** – peter.bennett@engsem.

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

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 2015.

Bemerkung
Registration – StudIP 1.10.2014-16.10.2014 (24 h) / Prerequisites – none / Further Information - caroline.gerckens@engsem.

Literatur
Required Reading:

Introduction to Linguistics I

Seminar, SWS: 2
Hohaus, Pascal

Do wöchentl. 16:00 - 18:00 23.10.2014 - 27.01.2015 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 2015.

Bemerkung
Registration – StudIP 1.10.2014-16.10.2014 (24 h) / Prerequisites – none / Further Information - p.hohaus@gmx.de

Literatur
Required Reading:

Introduction to Linguistics I

Seminar, SWS: 2
Hohaus, Pascal

Do wöchentl. 08:00 - 10:00 23.10.2014 - 27.01.2015 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 2015.
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 2015.

**Bemerkung**

*Registration* – StudIP 1.10.2014-16.10.2014 (24 h) / *Prerequisites* – none / *Further Information* - p.hohaus@gmx.de

**Literatur**

*Required Reading:*


**Language Change**

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

**Do wöchentl.** 10:00 - 12:00 16.10.2014 - 31.01.2015 1502 - 703

**Kommentar**

Languages develop perpetually making linguistic change inevitable. But what can change in a language and is linguistic change predictable? This course is designed to acquire an in-depth understanding of the mechanisms and processes involved in language change. To this end we will examine change phenomena, past and present, of the English language by systematically tracing linguistic developments on the different levels of language description, i.e. sound, lexis, grammar, but also semantics and pragmatics. We will also deal with issues such as motivation and actuation, so as to gain a better understanding of what causes languages to change in the first place. We will seek answers in language-internal factors, but will also look at causes that lie outside the linguistic system, i.e. the role of the speaker and the sociolinguistic context of language change.

**Bemerkung**

*Registration* – StudIP 22.9.2014-06.10.2014 / *Size restriction* – 30 / *Prerequisites* – LingF1 and LingF2 / *Further Information* - meike.pfaff@engsem.

**Literatur**

*Reader:*

Reading material will be made available online on Stud.IP

**Morphology**

Seminar, SWS: 2
Hohaus, Pascal

**Do wöchentl.** 12:00 - 14:00 16.10.2014 - 31.01.2015 1502 - 613

**Kommentar**

This course is designed as an introduction to the study of words and the analysis of word structure. First, we will discuss basic concepts of morphology such as morphemes, allomorphs and various types of suffixes. To do so, we will use different languages as illustrations. In the second part of the seminar, issues such as productivity, inflection and derivation will be tackled. Some effort will also be devoted to examine the interrelations between morphology and phonology as well as between morphology and syntax. In the final part of the seminar, we will be concerned with some theoretical approaches to morphology, such as lexicalist morphology and word-and-paradigm morphology. Diachronic and typological accounts of morphology will also be introduced.

**Bemerkung**

LingF4

*Registration* – StudIP 22.9.2014-06.10.2014 / *Size restriction* – 25 / *Prerequisites* – LingF1 and LingF2 / *Further Information* - p.hohaus@gmx.de

**Literatur**


**Phraseology**

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

Gerckens (M. A.), Caroline

Mi wöchentl. 08:00 - 10:00 15.10.2014 - 31.01.2015 1502 - 615
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.

Bemerkung

Registration – StudIP 22.9.2014-06.10.2014 / Size restriction – 30 / Prerequisites – LingF1 and LingF2 / Further Information - caroline.gerckens@engsem.

Literatur

Reader: – an electronic reader containing the texts discussed in class will be available from StudIP.

Readings in English Linguistics

Seminar, SWS: 2
Hohaus, Pascal

Mi wöchentl. 14:00 - 16:00 29.10.2014 - 31.01.2015 1502 - 703
Bemerkung zur Gruppe Pascal Hohaus

Kommentar

One of the most frequently asked questions in the introductory linguistics classroom is what someone might do with linguistic information and theory. This class is a companion class to Introduction to Linguistics. It is designed to further illustrate the broad use and application of linguistic knowledge in a variety of fields, including phonetics, phonology, morphology, syntax, semantics and pragmatics. This companion class is intended to reinforce linguistic concepts that students learn in an introductory class from a new angle, demonstrating the significance of a range of terms and concepts in linguistics that students might not otherwise consider.

Bemerkung

Registration – StudIP 1.9.2014-30.9.2014 / Prerequisites – none / Further Information – p.hohaus@gmx.de

Literatur

Reader – Material will be provided in class or on Stud.IP.

Second Language Acquisition

Seminar, SWS: 2, Max. Teilnehmer: 25
Gerckens (M. A.), Caroline

Di wöchentl. 10:00 - 12:00 14.10.2014 - 31.01.2015 1502 - 609
Kommentar

“The field of second language acquisition (SLA, for short) investigates the human capacity to learn additional languages after the first language […] or languages […] have already been acquired” (Ortega, 2011: 1). This LingF4 seminar provides a comprehensive but scientific introduction to the field of SLA. The key terms and the most influential theories will be discussed. In addition, we will deal with some main themes in SLA such as age, crosslinguistic influence and fossilization, but also the role of instruction. In addition, the link to learner corpus research will be made. During the term, students (in groups of two or three) are expected to give presentations on selected articles and provide an annotated bibliography. The Prüfungsleistung will consist of a term paper. More information will be given later.
Englisches Seminar

**Bemerkung**
Registration – StudIP 22.9.2014-06.10.2014 / Size restriction – 30 / Prerequisites – LingF1 and LingF2 / Further Information - caroline.gerckens@engsem.

**Literatur**

Required Reading:

**Foundations Literature and Culture (AcadF/AmerBritF1)**
Introduction to Academic Writing and Research

Seminar, SWS: 1
Schulze, Rainer

**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 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.

This course will mainly follow academic writing and research standards in the field of English linguistics.

**Bemerkung**
Assessment Tasks – regular attendance, active participation in class, several small tests for Studienleistung / Registration – StudIP 1.10.2014-16.10.2014 (24 h) / Prerequisites – none / Further Information - rainer.schulze@engsem.

**Literatur**

Recommended Reading:

or

or

or

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

**Introduction to Academic Writing and Research**

Seminar, SWS: 2
Blell, Gabriele

**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 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
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.

This course will mainly follow Academic Writing and Research standards in the field of Teaching English as a Foreign Language (Didaktik des Englischen).

---

**Bemerkung**

**Reader** – Material on StudIP from 6 October

**Assessment Tasks** – See course programme


**Size restriction** – 20

**Prerequisites** – none

**Further Information** – EMAIL gabriele.blell@engsem.uni-hannover.de

---

**Literatur**

**Recommended Reading:**


Empfehlungen auf der Veranstaltungsseite in StudIP.

---

**Introduction to Literary Studies**

Seminar, SWS: 2, Max. Teilnehmer: 25

Mayer, Ruth

**Kommentar**

This class provides an introduction to methods of interpretation and analysis, focusing on the field of American literary and cultural history. We will discuss a variety of genres and text sorts – ranging from prose to drama, poetry, and film. A reader with additional course material will be made available at the beginning of the semester.

**Bemerkung**

**Assessment Tasks** – will be specified

**Registration** – StudIP 1.10.2014 - 16.10.2014 (24 Uhr)

**Size restriction** – 25

**Prerequisites** – none

**Further Information** – ruth.mayer@engsem.uni-hannover.de

---

**Literatur**

**Reader** – StudIP

---

**Introduction to Literary Studies**

Seminar, SWS: 2, Max. Teilnehmer: 30

Marquardt (Staatsexamen), Johanna

**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.

**Bemerkung**

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

**Registration** – StudIP: 1.10.-16.10. (24 Uhr)

**Size restriction** – 35

**Further Information** – johanna.marquardt@engsem.uni-hannover.de

---

**Literatur**

**Required Reading:**


---

**Introduction to Literary Studies**

Seminar, SWS: 2, Max. Teilnehmer: 30

Emig, Rainer

**Kommentar**

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

**Bemerkung**

Assessment Tasks – will be specified in class # Registration – StudIP: 1.10.-16.10 (24 Uhr) # Size restriction – 30 # Prerequisites – none ● For further information: rainer.emig@engsem~

**Literatur**

Required Purchase:


**Introduction to Literary Studies**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 35</th>
<th>Jain-Warden, Verena</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do wöchentl. 14:00 - 16:00 16.10.2014 - 31.01.2015</td>
<td>1502 - 615</td>
</tr>
</tbody>
</table>

**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.

**Bemerkung**

Reader – copy shop Stork (Körnerstraße) from 1 October ● Assessment Tasks – will be specified in class ● Registration – ● Size restriction – 35 ● Prerequisites – none ● Further Information – verena.warden@uni-bonn.de

**Literatur**

Required Reading:


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

An Introduction to Content and Language Integrated Learning

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 25</th>
<th>Ball, Celia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mi wöchentl. 12:00 - 14:00 15.10.2014 - 28.01.2015</td>
<td>1502 - 615</td>
</tr>
</tbody>
</table>

**Kommentar**

This seminar will provide students with the basic knowledge of Content Language Integrated Learning practised 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 Studienseminar are also welcome and the participation of the two groups should provide an opportunity for discussion of theoretical and practical aspects.

**Bemerkung**

Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2014 - 30.9.2014 ● Size restriction – around 25 (+ trainee teachers) ● Prerequisites – specific literature e.g. English schoolbooks for different subjects ● Further Information – celia.ball@engsem~

**Literatur**

Required Reading:

Relevant literature will be announced in the first meeting.

**Intercultural Communicative Competence in the English Language Classroom**

Winter 2014/15
Englisches Seminar

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

Mi wöchentl. 16:00 - 18:00 15.10.2014 - 31.01.2015 1502 - 615

Kommentar
Intercultural Communicative Competence is the main aim of foreign language teaching as one can read in recent guidelines, e.g. the Kerncurricula in Lower Saxony. In the English Language Classroom at school we practically aim at teaching our students various aspects. It is nevertheless extremely difficult to measure pupils’ competence about their own culture and the target culture. In this seminar we will therefore deal with intercultural communicative competence as far as theoretic concepts and practical approaches are concerned. We will focus on different definitions and models as well as the difficulty of assessing intercultural communicative competence. We will also look at different practical examples (from the classroom, from field trips like a COMENIUS-Project or a student exchange) and analyse their potential for developing intercultural communicative competence. Participants will have to design material for teaching.

Bemerkung
Reader – Copyshop Stork beginning of term • Assessment Tasks – regular attendance; teaching material# Registration – StudIP 1.9.2014 - 30.9.2014 • Size restriction – 25 • Prerequisites – It is recommended that participants have successfully completed the Studienleistung(en) DidF1. Prerequisites for certificate will be specified in class • Further Information – FellmannG@aol.com

Literatur
Recommended Reading:

Introduction to English Language Teaching

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

Mo wöchentl. 10:00 - 12:00 13.10.2014 - 31.01.2015 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.

Bemerkung
Reader • Assessment Tasks – see syllabus • Registration – StudIP 1.10.-12.10. (24 Uhr) • Size restriction – 40 • Prerequisites – None • Further Information – carmen.becker@engsem.

Literatur
Required Reading:
Please see the course page on StudIP.
Englisches Seminar

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

Do wöchentlich 08:00 - 10:00 16.10.2014 - 31.01.2015 1502 - 615
Kommentar

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

An optional tutorial will be offered.

Bemerkung

Reader ● Assessment Tasks – see syllabus ● Registration – StudIP 1.10.-12.10. (24 Uhr) ● Size restriction – 40 ● Prerequisites – None ● Further Information – gabriele.blell@engsem.~

DidF1

Literatur

Required Reading:

Please see the course page on StudIP.

Introduction to English Language Teaching

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

Di wöchentlich 08:00 - 10:00 14.10.2014 - 31.01.2015 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.

Bemerkung

Reader ● Assessment Tasks – see syllabus ● Registration – StudIP 1.10.-12.10. (24 Uhr) ● Size restriction – 40 ● Prerequisites – None ● Further Information – alexander.woltin@engsem.~

DidF1

Literatur

Required Reading:

Please see the course page on StudIP.

Teaching the Skills: Listening, Reading, Speaking, Writing, and Mediation

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

Di wöchentlich 16:00 - 18:00 14.10.2014 - 31.01.2015 1502 - 615
Kommentar

Although teaching listening, reading, speaking, writing, and also mediation are/ have become important everyday activities in the EFL classroom and for future teachers of English as well, they are sometimes regarded with apprehension: speaking e.g. has only in the last two decades become a relevant aspect of teaching foreign languages, or teaching mediation has become compulsory since 2009 only (in Lower Saxony).

Although the traditional skills-based approach has been criticized widely (namely because it aims at developing language skills by continuous practice, ignoring learners’ mental processes), we will retain the traditional language skills classification in the seminar...
for practical reasons. At the same time, we will have a look at discussions of teaching skills in terms of communicative activities and competences (competences as the "sum of knowledge, skills and characteristics that allow a person to perform actions." [CoE 2001:9]) Based on an integrated skills and competences approach students will get to know various teaching methods and are asked to design little task-based teaching scenarios themselves.

Bemerkung  

DidF2

**Required Reading:**
See StudIP.

---

### Foundations Language Practice (SP1/SP2)

**Grammar (Blockseminar)**

Seminars and Pragmatics, SWS: 2, Max. Teilnehmer: 25  
Foster, Darren Paul

<table>
<thead>
<tr>
<th>Block</th>
<th>09:00 - 16:00 01.10.2014 - 08.10.2014 1502 - 709</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kommentar</td>
<td>This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach.</td>
</tr>
</tbody>
</table>

### Vocabulary and Pronunciation (Gruppe 1)

Seminars and Pragmatics, SWS: 2, Max. Teilnehmer: 25  
Foster, Darren Paul

<table>
<thead>
<tr>
<th>Mo wöchentlich</th>
<th>10:00 - 12:00 20.10.2014 - 31.01.2015 1502 - 615 01. Gruppe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kommentar</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Vocabulary and Pronunciation (Gruppe 2)

Seminars and Pragmatics, SWS: 2, Max. Teilnehmer: 25  
Foster, Darren Paul

<table>
<thead>
<tr>
<th>Di wöchentlich</th>
<th>14:00 - 16:00 21.10.2014 - 31.01.2015 1502 - 703 02. Gruppe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kommentar</td>
<td>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.</td>
</tr>
<tr>
<td>Gruppe</td>
<td>Title</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------</td>
</tr>
</tbody>
</table>

**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.

**Bemerkung**


SP1
Survey British Literature and Culture (BritF2.1/Brit2.2)
Survey of British Literatures and Cultures I

Vorlesung, SWS: 2
Emig, Rainer

Fr wöchentl. 12:00 - 14:00 24.10.2014 - 30.01.2015 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 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.

Bemerkung Assessment Tasks – mid-term test for Studienleistung, final 60-minute exam after lecture 2 in the summer term for Prüfungsleistung # Registration – StudIP 1.10.2014 - 12.10.2014 # Size restriction – None # Prerequisites – None # Further Information – rainer.emig@engsem~

Lit. BritF2.1 Recommended Purchase :


Survey American Literature and Culture (AmerF2.1/AmerF2.2)
American Literature and Culture from the Beginnings to the 1850s

Vorlesung, SWS: 2
Mayer, Ruth | Twelbeck, Kirsten

Kommentar This online 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. The SL-exam ("midterm") will take place on Wednesday (!) January 7, 2015 (18:00-20:00). General information regarding the midterm will be posted online.

Bemerkung Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2014 - 30.9.2014 ● Size restriction – no size restriction ● Further Information – kirsten.twelbeck@engsem~

Lit. AmerF2.1 Recommended Reading

Intermediate Literature and Culture (AmerBritF3/AmerF4 oder BritF4)
“Fantastic Adolescence. Contemporary American Narrative and Participatory Culture”

Seminar, SWS: 2, Max. Teilnehmer: 25
Soller, Bettina
Fr wöchentl. 12:00 - 14:00 17.10.2014 - 31.01.2015 1502 - 306

Kommentar
In recent years, books, TV series and films that feature teenagers and adolescents with supernatural powers have been exceptionally successful in the United States. At the same time, fans of these texts are engaging with the material in a productive way and discuss and critique it online as well as produce their own prequels, sequels and transformations in diverse media. This class will undertake both close readings and theoretical investigations of episodes of TV shows like Buffy the Vampire Slayer, books as New Moon of the Twilight series, films like the recent Chronicle, and the fan practices that surround them.

Bemerkung
Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2014 - 30.9.2014 ● Size restriction – 25 ● Prerequisites – Studienleistung(en) of AmerBritF1 ● Further Information – bettinasoller@hotmail.com

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

Reader – copy shop Stork (Körnerstraße) from 1 October

Remembering the Vietnam War

Seminar, SWS: 2, Max. Teilnehmer: 25
Fehlhaber, M. A., Svenja
Mo wöchentl. 14:00 - 16:00 20.10.2014 - 31.01.2015 1502 - 609

Kommentar
Twenty-one years after the official end of the US military’s involvement in Vietnam, Robert M. Slabey states: “Vietnam” has become an American metaphor for […] a syndrome for which no cure exists.” In this class we will explore the ways in which the Vietnam War has continued to resonate in American cultural production. This seminar thus aims at providing a comprehensive overview of the ongoing process through which the nation has tried to come to terms with an unprecedented experience of defeat and loss in Vietnam. The role and function that cultural production had in this very process will be our central concern throughout the semester.

While looking at crucial historical contexts like the official recognition of post-traumatic stress disorder in 1980, the politics of reintegrating Vietnam veterans as well as forms of political memory, we will trace a cultural discourse of the war as it emerged in its aftermath and underwent a number of significant transformations throughout the following decades. For this purpose, we will not only look at the only war movie produced during the war, John Wayne’s 1968 The Green Berets, but also examine retrospective negotiations of the war in Scorsese’s Taxi Driver (1976), Coppola’s 1979 Apocalypse Now or Wallace’s We Were Soldiers (2002), novels like Heinemann’s 1986 Paco’s Story or O’Brian’s The Things they Carried (1990) as well as other formats of visual culture like Dough Murray’s comic The ‘Nam (1986-93). While questions of genre, iconography, aesthetics and theme will be addressed, the class furthermore introduces students to aspects of trauma theory and memory studies.

Bemerkung
Please note that there will be a number of film screenings in addition to our regular sessions and your weekly reading.

**Required Reading**

The literature to be purchased will be specified in class.

---

**Television Studies**

**Seminar, SWS: 2, Max. Teilnehmer: 25**  
Groß (M. A.), Florian

**Mi wöchentl. 10:00 - 12:00 15.10.2014 - 31.01.2015 1502 - 609**

**Kommentar**

This class will provide a comprehensive introduction to the academic study of television in the United States. It will start with a look at television’s history and a brief history of theoretical approaches to studying television. It will then introduce a number of critical concepts and tools to perform televisual criticism from the vantage point of both cultural and media studies. With a focus on serial television, this class will conclude with case studies from different genres and a consideration of television’s role in times of media convergence.

**Bemerkung**

Assessment Tasks – will be specified in class  
Size restriction – 25  
Prerequisites – AmerBritF1  
Further Information – florian.gross@engsem.~

**Literatur**

Required Reading

Please refer to the course page on StudIP.

---

**Theories and Methods of Literary Studies**

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

**Di wöchentl. 16:00 - 18:00 14.10.2014 - 31.01.2015 1502 - 609**

**Kommentar**

Oscar Wilde’s novel *The Picture of Dorian Gray* (1890) 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 Wilde’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 *The Picture of Dorian Gray* in order to demonstrate the practical value of these theories and practice their terminologies.

Please buy the Oxford World’s Classics paperback edition of *The Picture of Dorian Gray* (ed. by Joseph Bristow) 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).

**Bemerkung**

Assessment Tasks – will be specified in class  
Size restriction – 40  
Prerequisites – AmerBritF1  
Further Information – lucia.kraemer@engsem.~

**Literatur**

**Recommended Reading:**


Theories and Methods of Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 80
Emig, Rainer

Do wöchentl. 12:00 - 14:00 16.10.2014 - 31.01.2015 1502 - 003

Kommentar
Oscar Wilde’s novel *The Picture of Dorian Gray* (1890) 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 Wilde’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 *The Picture of Dorian Gray* in order to demonstrate the practical value of these theories and practice their terminologies.

Please buy the Oxford World’s Classics paperback edition of *The Picture of Dorian Gray* (ed. by Joseph Bristow) 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).

Bemerkung
Reader: copy shop Stork (Körnerstraße) ● Assessment Tasks: will be specified in class # Registration: StudIP 01.09.2014 - 30.09.2014 # Size restriction: 80 # Prerequisites: AmerBritF1 ● Further Information: rainer.emig@engsem.uni-hannover.de

Literatur
**Recommended Reading:**


Theories and Methods of Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 40
Mayer, Ruth

Mi wöchentl. 12:00 - 14:00 15.10.2014 - 31.01.2015 1502 - 609

Kommentar
This seminar introduces students to literary theories and methods. We will engage with major theoretical approaches to literature and culture from the twentieth century. Our readings may comprise approaches such as Formalism/Structuralism/New Criticism, Reader Response Theory, Psychoanalytic Criticism, Marxist and Feminist Literary Theory, Gender and Queer Studies, Postcolonial Theory, and the New Historicism. We will review key ideas of these approaches and discuss their application and interrelation. Please refer to the course page on StudIP for further information as the semester approaches.

Bemerkung
Assessment Tasks – will be specified ● Registration – StudIP 1.10.2014 - 12.10.2014 ● Size restriction – 40 ● Prerequisites – AmerBritF1 ● Further Information – ruth.mayer@engsem.uni-hannover.de

Literatur
Reader – StudIP

Writing Change: South African Literature from Apartheid to the Present

Seminar, SWS: 2, Max. Teilnehmer: 25
Jain-Warden, Verena

Do wöchentl. 12:00 - 14:00 16.10.2014 - 31.01.2015 1502 - 615

Winter 2014/15
In the last twenty five years, South Africa has changed from apartheid to a multi-party democracy with one of the most advanced constitutions worldwide. In this course, we will look at a variety of South African texts from apartheid and post-apartheid times. Two plays by Athol Fugard, “The Island” (1973) and “Sizwe Bansi is Dead” (1972), Phaswane Mpe’s novel *Welcome to Our Hillbrow* (2001) as well as various short stories by Can Themba, Alan Paton, Njabulo S. Ndebele, Nadine Gordimer, Antjie Krog and Tanya Chan-Sam will be analysed. We will discuss the representational strategies through which issues such as apartheid inequalities, power relations, identity, trauma and resistance are addressed at different times and via different generic conventions. By placing the texts in their respective historical and cultural contexts, we will learn about continuities between past and present as well as about changing thematic concerns.

Please note that Prof. Dr. Blell offers a corresponding seminar on “Teaching English with Literature: Many Voices – Many Cultures”. Students are more than welcome to attend both classes.

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


**Size restriction** – 25

**Prerequisites** – AmerBritF1

**Further Information** – verena.warden@uni-bonn.de

---

**Required Reading:**

Students should get hold of the following texts – any edition will do:

Fugard, Athol: “The Island” (1973) and “Sizwe Bansi is Dead” (1972) (e.g. in the collections *Township Plays* or *Statements: Three Plays*)


The short stories that we will discuss, apart from Can Themba’s “The Suit”, are included in the following anthology, a copy of which students can collect from the secretary’s office:


**Recommended Reading:**


---

**Schlüsselkompetenzen**

Für weitere Veranstaltungen siehe das Angebot des Zentrums für Schlüsselkompetenzen.

An Introduction to Intercultural Communication

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

Foster, Darren Paul

Fr 10:00 - 12:00 17.10.2014 - 31.01.2015 1502 - 609

What do the British, Japanese and Chinese communication styles have in common? And how are they different from the German one? What is reverse culture shock? Is it possible to measure business cultures? What is the predicted future of current ‘world languages’?

This course aims to raise students’ awareness of the links between language and culture, and to prepare them for working internationally. Focuses include cultural norms of politeness, decoding implicit messages and adapting one’s communication style for international audiences.

The course is well-suited to students who have spent extended periods of time abroad (3 months+), but this is not a formal requirement. Students will carry out reading,
writing, listening and speaking activities, and they will give a group presentation on an intercultural topic. The final exam at the end of the course will test students’ knowledge of intercultural theory.

**Bemerkung**


SK:

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


**English for Professional Use**

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

Bennett, Peter

Do wöchentl. 12:00 - 14:00 16.10.2014 - 31.01.2015 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.

**Bemerkung**


SK:

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


**English Theatre Workshop**

**Seminar, SWS: 4**

Bennett, Peter

Mi wöchentl. 14:00 - 18:00 15.10.2014 - 31.01.2015 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.

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.

Investigating Language Practice through Children's Literature

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

Do wöchentl. 14:00 - 16:00 16.10.2014 - 28.01.2015 1502 - 613

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

Bemerkung SPE:


SK:

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


SPE/SK

Masterstudiengang Lehramt Gymnasium - Fach Englisch

Intermediate and Advanced Linguistics (LingF3/LingA1/LingA2): nur Zweifach
English Morphology and Word-formation

Seminar, SWS: 2
Schulze, Rainer

Di wöchentl. 10:00 - 12:00 14.10.2014 - 31.01.2015 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’).


Literatur LingA1/LingA2; FAL1.1/FAL1.2

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

Kommentar


Für Studierende, die eine Studienleistung erbringen wollen, ist die inhaltliche Vor- oder Nachbereitung eines linguistischen Vortrags (Referat) und ggf. das Verfassen von Texten aus dem Bereich der Organisationsaufgaben (Pressemitteilung, Nachbericht über einen Vortrag für die Homepage, Einladungsschreiben u. a.) vorgesehen. Informationen zur Prüfungsleistung werden zu Beginn des Semesters gegeben.

Das Seminar ist eine fächerübergreifende Veranstaltung der Germanistik und der Anglistik. Aufgrund der besonderen Form der Lehrveranstaltung kann nur eine begrenzte Zahl von Teilnehmern aufgenommen werden!
Studierende des Englischen Seminars können in dieser Veranstaltung keine Prüfungsleistung ablegen, wohl aber eine Studienleistung.

Teilnehmerzahl: 12 je Fach, Anmeldung über Stud.IP.

Required Reading: will be discussed in class.
Assessment Tasks – will be discussed in class / Registration – StudIP 1.9.2014-30.9.2014 / Size restriction – 25 / Prerequisites – LingF1-F4 / Further Information - caroline.gerckens@engsem.

Required Reading: Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be made available on my reserve shelf in the library. Please check StudIP for updates and additional information as the semester approaches.

Neo-Firthian Linguistics

Seminar, SWS: 2
Schulze, Rainer

Mo wöchentl. 16:00 - 18:00 13.10.2014 - 31.01.2015 1502 - 703
Mo Einzel 16:00 - 18:00 20.10.2014 - 20.10.2014 1502 - 609

In this advanced seminar, we will explore the approach to language analysis taken by a group of scholars sometimes referred to collectively as ‘neo-Firthian’ (no, not Colin!). As this label suggests, these researchers work within the framework of an approach to language suggested by John Rupert Firth (1890-1960). The most prominent proponent of the neo-Firthian approach has been John Sinclair, and Sinclair played a major role in enabling subsequent work in language analysis. Many of the other key scholars in this tradition include Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert or Elena Tognini-Bonelli. Two central ideas in their approach to language analysis are ‘collocation’ and ‘discourse’. It is perhaps unfortunate that these terms are among the most multifariously defined and, therefore, the most confusing in contemporary linguistics. For this reason, we will examine some issues relating to the use of these terms, in theory and in practice. This will include presentations and discussions of how these terms are used both generally in linguistics and especially in neo-Firthian linguistics.


Literatur
LingA1/LingA2; FAL2.1/FAL2.2

Readings in English Syntax

Seminar, SWS: 2
Hohaus, Pascal

Mi wöchentl. 16:00 - 18:00 29.10.2014 - 31.01.2015 1502 - 703

One of the most frequently asked questions in the syntax classroom is what someone might do with grammatical information and syntactic theory. This class, a is a companion class to the lecture English Sentences. It is designed to further illustrate the broad use and application of grammatical and syntactic knowledge, as necessary in the description of word categories, phrases, main and subordinate clauses, complementation patterns of verbs or adjectives, constituency ‘establishment’, subcategorisation frames, etc. This companion class is intended to reinforce linguistic concepts that students learn in the English Sentences lecture from a new angle, demonstrating the significance of a range of terms and concepts in English syntax that students might not otherwise consider.

Bemerkung

LingF3 / FAL1.1, FAL1.2
Sounds & Society

Seminar, SWS: 2
Altendorf, Ulrike

<table>
<thead>
<tr>
<th>Day</th>
<th>Type</th>
<th>Time</th>
<th>Dates</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fr</td>
<td>Einzel</td>
<td>08:00 - 18:00</td>
<td>17.10.2014 - 17.10.2014</td>
<td>1502 - 608</td>
</tr>
<tr>
<td>Fr</td>
<td>Einzel</td>
<td>08:00 - 18:00</td>
<td>17.10.2014 - 17.10.2014</td>
<td>1502 - 613</td>
</tr>
<tr>
<td>Block</td>
<td></td>
<td>08:00 - 18:00</td>
<td>18.10.2014 - 19.10.2014</td>
<td>1502 - 703</td>
</tr>
<tr>
<td>Mo</td>
<td>Einzel</td>
<td>08:00 - 18:00</td>
<td>20.10.2014 - 20.10.2014</td>
<td>1502 - 709</td>
</tr>
<tr>
<td>Mo</td>
<td>Einzel</td>
<td>12:00 - 18:00</td>
<td>20.10.2014 - 20.10.2014</td>
<td>1502 - 703</td>
</tr>
</tbody>
</table>

Kommentar
We all know that fine-grained aspects of speech production convey a good deal of information about a speaker – how old they are, if they are male or female, which region they might come from, what kind of background or ethnicity they might have, even what kind of emotional state they are in. But describing and accounting for this kind of variation requires specific skills and theoretical approaches.

This course aims to enable you to appreciate key theories underlying social and regional accents, and to enable you to develop some core phonetic skills for analysing speech, using auditory and some basic acoustic analysis. The course will consist of core lecturing, hands-on training and analysis sessions, with opportunities for discussion and feedback; you will also carry out a small-scale group project, which you will present on the final day of the course. The dialect for the course will be Scottish English, and the materials for the course will be drawn from the newly collected Sounds of the City corpus of Glaswegian vernacular (http://soundsofthecity.arts.gla.ac.uk/), with some additional materials for the ethnic Glasgow Asian ('Glaswasian') accent.

Bemerkung
Registration - Sprechstunde Ulrike Altendorf / Prerequisites – LingF1-LingF4 / Further Information - Sprechstunde Ulrike Altendorf; ulrike.altendorf@engsem.

Guest lecturer: Jane Stuart-Smith, University of Glasgow
LingA1/LingA2; FAL4

Literatur
Required Reading:
Texts and materials will be provided in class. Please note that you need to bring a laptop or comparable net-enabled device to work with in class!

Structural Semantics vs. Cognitive Semantics

Seminar, SWS: 2
Schulze, Rainer

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Dates</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Di</td>
<td>16:00 - 18:00</td>
<td>14.10.2014 - 31.01.2015</td>
<td>1502 - 703</td>
</tr>
</tbody>
</table>

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

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

Bemerkung

LingA1/LingA2, FAL2.1/FAL2.2
### Tense and Aspect

**Seminar, SWS: 2**  
Pfaff, Meike

**Do wöchentl.** 16:00 - 18:00 16.10.2014 - 31.01.2015 1502 - 703

**Kommentar**
This course is designed to develop an in-depth understanding of tense and aspect in English – two notoriously tricky categories concerned with the notion of time. We will explore how English speakers conceptualize time and how this is manifest in linguistic expression. In the course of the semester we will tackle these categories from different angles: We will work diachronically so as to trace the historical development of categories such as the Present Perfect or the Progressive, but we will also take on a synchronic perspective when contrasting the English T& system with that of other languages or when analysing differences in the coding of temporal and aspectual categories among selected varieties of English. Another area that will be explored in this class is the acquisition of tense and aspect categories, both in L1A as well as in L2A.

**Bemerkung**
LingA1, LingA2 / FAL1

**Literatur**

**Required Reading:**
A reader will be made available at the beginning of the semester. Please check StudIP for updates and additional information as the semester approaches.

### Focus Module (AmerF4 oder BritF4 oder LingF4): nur Zweitfach

**“Fantastic Adolescence. Contemporary American Narrative and Participatory Culture”**

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

**Fr wöchentl.** 12:00 - 14:00 17.10.2014 - 31.01.2015 1502 - 306

**Kommentar**
In recent years, books, TV series and films that feature teenagers and adolescents with supernatural powers have been exceptionally successful in the United States. At the same time, fans of these texts are engaging with the material in a productive way and discuss and critique it online as well as produce their own prequels, sequels and transformations in diverse media. This class will undertake both close readings and theoretical investigations of episodes of TV shows like *Buffy the Vampire Slayer*, books as *New Moon* of the *Twilight* series, films like the recent *Chronicle*, and the fan practices that surround them.

**Bemerkung**
Assessment Tasks – will be specified in class  
Prerequisites – LingF1-LingF4 / Further Information – meike.pfaff@engsem.

**Literatur**

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

*Reader* – copy shop Stork (Körnerstraße) from 1 October
Languages develop perpetually making linguistic change inevitable. But what can change in a language and is linguistic change predictable? This course is designed to acquire an in-depth understanding of the mechanisms and processes involved in language change. To this end we will examine change phenomena, past and present, of the English language by systematically tracing linguistic developments on the different levels of language description, i.e. sound, lexis, grammar, but also semantics and pragmatics. We will also deal with issues such as motivation and actuation, so as to gain a better understanding of what causes languages to change in the first place. We will seek answers in language-internal factors, but will also look at causes that lie outside the linguistic system, i.e. the role of the speaker and the sociolinguistic context of language change.

**Bemerkung**

*Registration* – StudIP 22.9.2014-06.10.2014 / *Size restriction* – 30 / *Prerequisites* – LingF1 and LingF2 / *Further Information* - meike.pfaff@engsem.

**Literatur**

*Reader:*

Reading material will be made available online on Stud.IP

"Moab is my Washpot" ????: The Bible and the Christian Churches in Literature and Culture

Writers of literary texts from the beginnings until the middle of the 20th century have assumed that their readers had a Christian upbringing and were broadly familiar, even intimately so, with the names, stories and events from the Old and New Testaments of the Bible. They could also assume that most of their readers were aware, even if crudely and one-sidedly, of the most obvious differences between different Christian churches in respect of doctrine, ideology, religious practice and cultural status. That knowledge and familiarity are much less widely shared nowadays. Students of anglophone literature may be puzzled by or even blind to references and allusions to biblical or ecclesiastical matters (names, stories, labels, symbols). The literary and cultural significance of these references and allusions may then be entirely missed or greatly underestimated.

The main aim of this seminar is to introduce students of literature and culture to key biblical events and narratives as well as to important developments in Christian history and divergences in church culture. A related aim is to help students be alert to the signs and the pervasive presence of these sets of cultural meanings.

**Bemerkung**

*Assessment Tasks* – to be specified in class ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – Amer/BritF1, BritF2.1 + BritF2.2 preferable ● *Further Information* – peter.bennett@engsem.

**Literatur**

*Required Reading:*

It is absolutely vital that, from the very start, every participant has a text of the English translation of the Bible known as the Authorized King James Version. The best-value annotated edition is:


You could also look for an unannotated secondhand copy or download a free digital version from the Internet.

**Morphology**

Seminar, SWS: 2
Englisches Seminar

Hohaus, Pascal

Do wöchentl. 12:00 - 14:00 16.10.2014 - 31.01.2015 1502 - 613

Kommentar
This course is designed as an introduction to the study of words and the analysis of word structure. First, we will discuss basic concepts of morphology such as morphemes, allomorphs and various types of suffixes. To do so, we will use different languages as illustrations. In the second part of the seminar, issues such as productivity, inflection and derivation will be tackled. Some effort will also be devoted to examine the interrelations between morphology and phonology as well as between morphology and syntax. In the final part of the seminar, we will be concerned with some theoretical approaches to morphology, such as lexicalist morphology and word-and-paradigm morphology. Diachronic and typological accounts of morphology will also be introduced.

Bemerkung
LingF4

Literatur

Phraseology

Seminar, SWS: 2, Max. Teilnehmer: 25
Gerckens (M. A.), Caroline

Mi wöchentl. 08:00 - 10:00 15.10.2014 - 31.01.2015 1502 - 615

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.

Bemerkung
Registration – StudIP 22.9.2014-06.10.2014 / Size restriction – 30 / Prerequisites – LingF1 and LingF2 / Further Information – caroline.gerckens@engsem.

Literatur
Reader: – an electronic reader containing the texts discussed in class will be available from StudIP.

Remembering the Vietnam War

Seminar, SWS: 2, Max. Teilnehmer: 25
Fehlhaber, M. A., Svenja

Mo wöchentl. 14:00 - 16:00 20.10.2014 - 31.01.2015 1502 - 609

Kommentar
Twenty-one years after the official end of the US military’s involvement in Vietnam, Robert M. Slabey states: “Vietnam’ has become an American metaphor for [...] a syndrome for which no cure exists.” In this class we will explore the ways in which the Vietnam War has continued to resonate in American cultural production. This seminar thus aims at providing a comprehensive overview of the ongoing process through which the nation has tried to come to terms with an unprecedented experience of defeat and loss in Vietnam. The role and function that cultural production had in this very process will be our central concern throughout the semester.
While looking at crucial historical contexts like the official recognition of post-traumatic stress disorder in 1980, the politics of reintegrating Vietnam veterans as well as forms of political memory, we will trace a cultural discourse of the war as it emerged in its aftermath and underwent a number of significant transformations throughout the following decades. For this purpose, we will not only look at the only war movie produced during the war, John Wayne’s 1968 *The Green Berets*, but also examine retrospective negotiations of the war in Scorsese’s *Taxi Driver* (1976), Coppola’s 1979 *Apocalypse Now* or Wallace’s *We Were Soldiers* (2002), novels like Heinemann’s 1986 *Paco’s Story* or O’Brian’s *The Things they Carried* (1990) as well as other formats of visual culture like Dough Murray’s comic *The ‘Nam* (1986-93). While questions of genre, iconography, aesthetics and theme will be addressed, the class furthermore introduces students to aspects of trauma theory and memory studies.

**Bemerkung**


**Literatur**

Please note that there will be a number of film screenings in addition to our regular sessions and your weekly reading.

**Required Reading**

The literature to be purchased will be specified in class.

---

**Second Language Acquisition**

Seminar, SWS: 2, Max. Teilnehmer: 25
Gerckens (M. A.), Caroline

**Di wöchentl.** 10:00 - 12:00 14.10.2014 - 31.01.2015 1502 - 609

**Kommentar**

"The field of second language acquisition (SLA, for short) investigates the human capacity to learn additional languages after the first language […] or languages […] have already been acquired“ (Ortega, 2011: 1). This LingF4 seminar provides a comprehensive but scientific introduction to the field of SLA. The key terms and the most influential theories will be discussed. In addition, we will deal with some main themes in SLA such as age, crosslinguistic influence and fossilization, but also the role of instruction. In addition, the link to learner corpus research will be made. During the term, students (in groups of two or three) are expected to give presentations on selected articles and provide an annotated bibliography. The **Prüfungsleistung** will consist of a term paper. More information will be given later.

**Bemerkung**

Registration – StudIP 22.9.2014-06.10.2014 / Size restriction – 30 / Prerequisites – LingF1 and LingF2 / Further Information - caroline.gerckens@engsem.

**Literatur**

**Required Reading:**


---

**Television Studies**

Seminar, SWS: 2, Max. Teilnehmer: 25
Groß (M. A.), Florian

**Mi wöchentl.** 10:00 - 12:00 15.10.2014 - 31.01.2015 1502 - 609

**Kommentar**

This class will provide a comprehensive introduction to the academic study of television in the United States. It will start with a look at television’s history and a brief history of theoretical approaches to studying television. It will then introduce a number of critical concepts and tools to perform televisual criticism from the vantage point of both cultural and media studies. With a focus on serial television, this class will conclude with case
studies from different genres and a consideration of television’s role in times of media convergence.

Bemerkung

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

Writing Change: South African Literature from Apartheid to the Present

Seminar, SWS: 2, Max. Teilnehmer: 25
Jain-Warden, Verena

Do wöchentl. 12:00 - 14:00 16.10.2014 - 31.01.2015 1502 - 615

Kommentar
In the last twenty five years, South Africa has changed from apartheid to a multi-party democracy with one of the most advanced constitutions worldwide. In this course, we will look at a variety of South African texts from apartheid and post-apartheid times. Two plays by Athol Fugard, “The Island” (1973) and “Sizwe Bansi is Dead” (1972), Phaswane Mpe’s novel Welcome to Our Hillbrow (2001) as well as various short stories by Can Themba, Alan Paton, Njabulo S. Ndebele, Nadine Gordimer, Antjie Krog and Tanya Chan-Sam will be analysed. We will discuss the representational strategies through which issues such as apartheid inequalities, power relations, identity, trauma and resistance are addressed at different times and via different generic conventions. By placing the texts in their respective historical and cultural contexts, we will learn about continuities between past and present as well as about changing thematic concerns.

Please note that Prof. Dr. Blell offers a corresponding seminar on “Teaching English with Literature: Many Voices – Many Cultures”. Students are more than welcome to attend both classes.

Bemerkung
Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2014 - 30.9.2014 ● Size restriction – 25 ● Prerequisites – AmerBritF1 ● Further Information – verena.warden@uni-bonn.de

Literatur
Required Reading:
Students should get hold of the following texts – any edition will do:

Fugard, Athol: “The Island” (1973) and “Sizwe Bansi is Dead” (1972) (e.g. in the collections Township Plays or Statements: Three Plays)

Mpe, Phaswane. Welcome to Our Hillbrow (2001)

The short stories that we will discuss, apart from Can Themba’s “The Suit”, are included in the following anthology, a copy of which students can collect from the secretary’s office:


Recommended Reading:


Advanced Studies (LingA/LingA2 oder AmerA/BritA): Erst- und Zweitfach
Cultures of Capitalism
Do wöchentl. 10:00 - 12:00 16.10.2014 - 31.01.2015 1502 - 609

In this class we will analyze theoretical approaches to cultural practices and social values that have emerged in the context of U.S. capitalism since the 19th century. How have different ideas of capitalism affected U.S. culture, how has capitalism’s impact changed throughout time? How were questions of work, leisure, class, economic inequality, and the market historically negotiated, especially during times of (financial) crisis? We will look at classic analyses of capitalism (Smith, Marx, Weber) as well as more recent general approaches (Bell, Piketty), analyze various historical stages of modern U.S. capitalism from the late 19th century to different figurations of 21st century post-industrial capitalism (e.g. McGuigan’s “cool capitalism” or Boutang’s “cognitive capitalism”), and consider analyses of U.S. consumption patterns from Veblen’s “conspicuous consumption” to Frank’s “hip consumerism.” Obviously, students taking this class should not be averse to theory.

Bemerkung
Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2014 - 30.9.2014 ● Size restriction – 25 ● Prerequisites – AmerF4/BritF4 for Fu#BA and MEd students, none for all others ● Further Information – florian.gross@engsem.

AmerA, AAS1, AAS3

Literatur
Recommended Reading
n/a

English Morphology and Word-formation

Seminar, SWS: 2
Schulze, Rainer

Di wöchentl. 10:00 - 12:00 14.10.2014 - 31.01.2015 1502 - 703

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’).

Bemerkung

Literatur
Required Reading:

LinguA

Seminar, SWS: 2
Lotze, Netaya | Gerckens (M. A.), Caroline

Mi wöchentl. 16:00 - 18:00 22.10.2014 - 31.01.2015 1502 - 506

Di Einzel 18:00 - 20:00 18.11.2014 - 18.11.2014 1502 - 103

Di Einzel 18:00 - 20:00 09.12.2014 - 09.12.2014 1502 - 003
Einzel


Für Studierende, die eine Studienleistung erbringen wollen, ist die inhaltliche Vor- oder Nachbereitung eines linguistischen Vortrags (Referat) und ggf. das Verfassen von Texten aus dem Bereich der Organisationsaufgaben (Pressemittteilung, Nachbericht über einen Vortrag für die Homepage, Einladungsschreiben u.a.) vorgesehen. Informationen zur Prüfungsleistung werden zu Beginn des Semesters gegeben. Das Seminar ist eine fächerübergreifende Veranstaltung der Germanistik und der Anglistik. Aufgrund der besonderen Form der Lehrveranstaltung kann nur eine begrenzte Zahl von Teilnehmern aufgenommen werden!

Studierende des Englischen Seminars können in dieser Veranstaltung keine Prüfungsleistung ablegen, wohl aber eine Studienleistung.

Neo-Firthian Linguistics

Mo, wöchentl.

In this advanced seminar, we will explore the approach to language analysis taken by a group of scholars sometimes referred to collectively as ‘neo-Firthian’ (no, not Colin!). As this label suggests, these researchers work within the framework of an approach to language suggested by John Rupert Firth (1890-1960). The most prominent proponent of the neo-Firthian approach has been John Sinclair, and Sinclair played a major role in enabling subsequent work in language analysis. Many of the other key scholars in this tradition include Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert or Elena Tognini-Bonelli. Two central ideas in their approach to language analysis are ‘collocation’ and ‘discourse’. It is perhaps unfortunate that these terms are among the most multifariously defined and, therefore, the most confusing in contemporary linguistics. For this reason, we will examine some issues relating to the use of these terms, in theory and in practice. This will include presentations and discussions of how these terms are used both generally in linguistics and especially in neo-Firthian linguistics.

Scotland: A Cultural Study
Seminar, SWS: 2, Max. Teilnehmer: 30
Bennett, Peter

Fr wöchentl. 12:00 - 14:00 17.10.2014 - 31.01.2015 1502 - 703

Kommentar By the time this seminar begins, the people of Scotland will have decided by referendum whether Scotland is to leave the United Kingdom or not. Whatever the outcome, the referendum will have put Scotland and questions of Scottish identity and culture into the spotlight. The seminar will primarily be concerned with various representations and understandings of Scotland and with the meaning of Scottish identity. We shall of course consider Scottish history from early times to the present, both domestic and in relation to England, Britain, Europe and the world, but we shall do this with a view not only to the representational nature of history-writing but also to ways in which certain phases, situations and moments of history intersect with synchronic topics such as Scottish identities, stereotypes and geographies. We shall learn about the process of representation and apply it by reading romantic, touristic, cinematic and other verbal, visual and acoustic images against the grain.


Literatur Reading material will be announced or supplied during the semester.

Sounds & Society

Seminar, SWS: 2
Altendorf, Ulrike

Fr Einzel 08:00 - 18:00 17.10.2014 - 17.10.2014 1502 - 608
Fr Einzel 08:00 - 18:00 17.10.2014 - 17.10.2014 1502 - 613
Fr +SaSo 08:00 - 18:00 18.10.2014 - 19.10.2014 1502 - 703
Mo Einzel 08:00 - 18:00 20.10.2014 - 20.10.2014 1502 - 709
Mo Einzel 12:00 - 18:00 20.10.2014 - 20.10.2014 1502 - 703

Kommentar We all know that fine-grained aspects of speech production convey a good deal of information about a speaker – how old they are, if they are male or female, which region they might come from, what kind of background or ethnicity they might have, even what kind of emotional state they are in. But describing and accounting for this kind of variation requires specific skills and theoretical approaches.

This course aims to enable you to appreciate key theories underlying social and regional accents, and to enable you to develop some core phonetic skills for analysing speech, using auditory and some basic acoustic analysis. The course will consist of core lecturing, hands-on training and analysis sessions, with opportunities for discussion and feedback; you will also carry out a small-scale group project, which you will present on the final day of the course. The dialect for the course will be Scottish English, and the materials for the course will be drawn from the newly collected Sounds of the City corpus of Glaswegian vernacular (http://soundsofthecity.arts.gla.ac.uk/), with some additional materials for the ethnic Glasgow Asian (‘Glaswegian’) accent.

Bemerkung Registration - Sprechstunde Ulrike Altendorf / Prerequisites – LingF1-LingF4 / Further Information - Sprechstunde Ulrike Altendorf; ulrike.altendorf@engsem.~

Guest lecturer: Jane Stuart-Smith, University of Glasgow

Literatur Required Reading:

Texts and materials will be provided in class. Please note that you need to bring a laptop or comparable net-enabled device to work with in class!

Structural Semantics vs. Cognitive Semantics
Englisches Seminar

Seminar, SWS: 2
Schulze, Rainer

Di wöchentl. 16:00 - 18:00 14.10.2014 - 31.01.2015 1502 - 703

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

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


Literatur
Required Reading:
A reader will be made available at the beginning of the semester. Please check StudIP for updates and additional information as the semester approaches.

Tense and Aspect

Seminar, SWS: 2
Pfaff, Meike

Do wöchentl. 16:00 - 18:00 16.10.2014 - 31.01.2015 1502 - 703

Kommentar This course is designed to develop an in-depth understanding of tense and aspect in English – two notoriously tricky categories concerned with the notion of time. We will explore how English speakers conceptualize time and how this is manifest in linguistic expression. In the course of the semester we will tackle these categories from different angles: We will work diachronically so as to trace the historical development of categories such as the Present Perfect or the Progressive, but we will also take on a synchronic perspective when contrasting the English T& system with that of other languages or when analysing differences in the coding of temporal and aspectual categories among selected varieties of English. Another area that will be explored in this class is the acquisition of tense and aspect categories, both in L1A as well as in L2A


Literatur
Required Reading – Texts and materials to be discussed in class will be made available on Stud.IP. Please check StudIP regularly for updates and additional information as the semester approaches.


Advanced Literature and Culture (AmerA/BritA): nur Zweifach

Cultures of Capitalism

Seminar, SWS: 2, Max. Teilnehmer: 25
Groß (M. A.), Florian

Do wöchentl. 10:00 - 12:00 16.10.2014 - 31.01.2015 1502 - 609

Kommentar In this class we will analyze theoretical approaches to cultural practices and social values that have emerged in the context of U.S. capitalism since the 19th century. How have different ideas of capitalism affected U.S. culture, how has capitalism’s impact changed
throughout time? How were questions of work, leisure, class, economic inequality, and the market historically negotiated, especially during times of (financial) crisis? We will look at classic analyses of capitalism (Smith, Marx, Weber) as well as more recent general approaches (Bell, Piketty), analyze various historical stages of modern U.S. capitalism from the late 19th century to different figurations of 21st century post-industrial capitalism (e.g. McGuigan’s “cool capitalism” or Boutang’s “cognitive capitalism”), and consider analyses of U.S. consumption patterns from Veblen’s “conspicuous consumption” to Frank’s “hip consumerism.” Obviously, students taking this class should not be averse to theory.

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


**Size restriction** – 25

**Prerequisites** – AmerF4/BritF4 for Fu#BA and MEd students, none for all others

**Further Information** – florian.gross@engsem.uni-hannover.de.

**Literatur**

**Recommended Reading**

n/a

### Dracula

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

**Mayer, Ruth**

Mo wöchentl. 12:00 - 14:00 13.10.2014 - 31.01.2015 1502 - 609

In this class we will be concerned with the Trans-Atlantic and transmedial career of Dracula, tracing the Count from Transylvania to England, Germany, into the United States and back again across the Atlantic to Europe, with a possible detour to Sesame Street. We will look at the gradual iconization of the serial figure, its passage from the gothic novel to the horror film and, more recently, into ‘quality’ TV, and we will take this as a chance to discuss questions of genre and media specificity, alterity, sexuality, and gender. We will discuss Bram Stoker's novel, watch Nosferatu (Friedrich Wilhelm Murnau, 1922), Dracula (Tod Browning, featuring Bela Lugosi, 1931), one or two of the Christopher Lee films of the 1970s, Bram Stoker's Dracula (Francis Ford Coppola, 1993), and episodes of the TV-series Dracula (NBC, 2013), in addition to various other instances of vampiric (re)incarnation. Please buy and read the novel before the semester starts. If there are more registrations than seats, a quiz or response paper on the novel will decide upon participation.

**Assessment Tasks** – will be specified


**Size restriction** – 25

**Prerequisites** – AmerF4/BritF4 for Fu#BA and MEd students, none for all others

**Further Information** – ruth.mayer@engsem.uni-hannover.de.

**Literatur**

**Required Reading:**


**Reader** – StudIP

### Literaturvermittlung und Kulturmanagement

**Seminar, SWS: 2**

**Meyer-Kovac, Jens**

Di wöchentl. 16:00 - 18:00 21.10.2014 - 31.01.2015 1502 - 316

**Bemerkung zur Gruppe Charlotte Milsch**

**Kommentar** Als öffentliches Live-Programm an der Leibniz Universität Hannover konfrontiert der Literarische Salon seine Macher mit der zentralen Anforderung eines Kulturberufes: Wie

Bemerkung
Teilnehmerzahl: 12 pro Studienfach, Anmeldung über Stud.IP.

Literatur
Generell: aktuelle Belletristik und Sachliteratur sowie Feuilletons, Kulturzeitschriften und -sendungen (Radio, TV), Verlagsprogramme
Bemmé, Sven-Oliver: Kultur-Projektmanagement: Kultur- und Organisationsprojekte erfolgreich managen. Wiesbaden, 2011

Modernity, Serialization, and American Film

Seminar, SWS: 2, Max. Teilnehmer: 25
Brasch (M. A.), Ilka | Mayer, Ruth

Di wöchentl. 12:00 - 14:00 14.10.2014 - 31.01.2015 1502 - 609

Kommentar
This class will explore exemplary instances in the formative phase of American cinema, between 1910 and 1940. We will be interested in how films of this period engage with and enact modernity and modernization, depicting and displaying masses, machines, and the media. In particular, we will investigate processes and techniques of serialization – both with regard to the thematic takes on processes of standardization, streamlining, replication, or automation, and with regard to filmic and cinematic serial formats and devices: film serials, remakes, and other forms of filmic repetition and variation. To this purpose, we will analyze seminal examples of modern filmmaking such as Metropolis (Fritz Lang, 1927), The Crowd (King Vidor, 1928), and Modern Times (Charles Chaplin, 1936). We will also focus on the film serial as one of the most popular entertainment forms of early classical Hollywood. The class will be followed by a conference in April 2015, which will give students the chance to discuss their questions and findings with leading experts of the field from Germany, the UK, and the United States.

Bemerkung
Assessment Tasks – will be specified ● Registration – StudIP 1.9.2014 - 30.9.2014 ● Size restriction – 25 ● Prerequisites – AmerF4/BritF4 für FüBA und MEd students, none for all others ● Further Information – ruth.mayer@engsem.uni-hannover.de; ilka.brasch@engsem.uni-hannover.de

Literatur
Reader – StudIP

Romanticism

Seminar, SWS: 2, Max. Teilnehmer: 40
Emig, Rainer

Do wöchentl. 14:00 - 16:00 16.10.2014 - 31.01.2015 1502 - 703

Kommentar
Despite its short lifespan from the end of the eighteenth to the first decades of the nineteenth century, Romanticism has proved a decisive intellectual and artistic force in Western cultures. Our modern understanding of the self, of love, marriage, but also art and literature and the ways in which these should be encountered, are still shaped by what Jerome McGann calls “the Romantic Ideology”. This course will assess Romanticism’s origins, its aesthetic programmes and literary output in the context of the
political and economic conditions in which they developed. It will look at famous and not so famous Romantic writers and their texts. These will be analysed as artistic and intellectual endeavours and as responses to and interventions in a time when the modern bourgeois subject was constituting itself. Political oppression, but also industrialisation and an emerging global capitalism, are crucial in this. Students should be prepared to engage not only with literary texts in all genres (poetry, drama, and prose), but also with cultural and philosophical manifestos. They should not be averse to more abstract theoretical inquiries into issues such as subjectivity and aesthetics.

**Assessment Tasks:** critical summary of a secondary text as **Studienleistung**; essay of approx. 5,000 words for **Prüfungsleistung**

**Registration:** StudIP 1.9.2014 - 30.9.2014

**Size restriction:** 40

**Prerequisites:** Module Intermediate Literature and Culture

**Further Information:** rainer.emig@engsem~

---

**Bemerkung**

**Assessment Tasks:** critical summary of a secondary text as **Studienleistung**; essay of approx. 5,000 words for **Prüfungsleistung**

**Registration:** StudIP 1.9.2014 - 30.9.2014

**Size restriction:** 40

**Prerequisites:** Module Intermediate Literature and Culture

**Further Information:** rainer.emig@engsem~

---

**Literatur**

**Required Purchase:**


**Recommended Reading:**


---

**Scotland: A Cultural Study**

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

**Bennett, Peter**

- Fr wöchentl. 12:00 - 14:00 17.10.2014 - 31.01.2015 1502 - 703

**Kommentar**

By the time this seminar begins, the people of Scotland will have decided by referendum whether Scotland is to leave the United Kingdom or not. Whatever the outcome, the referendum will have put Scotland and questions of Scottish identity and culture into the spotlight. The seminar will primarily be concerned with various representations and understandings of Scotland and with the meaning of Scottish identity. We shall of course consider Scottish history from early times to the present, both domestic and in relation to England, Britain, Europe and the world, but we shall do this with a view not only to the representational nature of history-writing but also to ways in which certain phases, situations and moments of history intersect with synchronic topics such as Scottish identities, stereotypes and geographies. We shall learn about the process of representation and apply it by reading romantic, touristic, cinematic and other verbal, visual and acoustic images against the grain.

**Bemerkung**

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


**Size restriction** – 30

**Prerequisites** – Module Intermediate Literature and Culture

**Further Information** – peter.bennett@engsem~

**Literatur**

Reading material will be announced or supplied during the semester.

---

**Transmedia Storytelling**

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

**Krämer, Lucia**

- Di wöchentl. 12:00 - 14:00 14.10.2014 - 31.01.2015 1502 - 703

Winter 2014/15 64
This course is designed to enable students to engage analytically and critically with the phenomenon of transmedia storytelling, i.e. with textual universes that extend across several media. Transmedia storytelling has been interpreted as the creation of (usually promotional) products and paratexts in different media around a single-medium text such as a film, TV series, popular book or game, and this is not a new phenomenon. Nor are spin-offs. Think, for example, of Disney franchises based on feature films that have spawned TV series, comic books, musicals, games both physical and digital, figurines and theme-park experiences. Those scholars and practitioners who propose that transmedia is a paradigm shift in storytelling, however, usually define the phenomenon quite differently. They use it to describe projects where texts in different media are not just added to a single-medium text. Instead, they mean projects whose narrative plots and fictional story world are developed deliberately and coherently across a variety of media platforms from the very beginning, i.e. projects where, in contrast to spin-offs and merchandising, transmedia concepts are central to the conception of the story and organic to how it is told.

In this course, we will engage extensively with the theorisation of transmedia storytelling, especially in relation to neighbouring phenomena such as adaptation, serialisation and remediation. However, we will also engage in depth with three examples, namely (i) the Harry Potter text cosmos, (ii) the transmedia storytelling strategies around the recent BBC series *Sherlock* and (iii) the webseries *The Lizzie Bennet Diaries*, a modernisation of Jane Austen's *Pride and Prejudice*.

**Literatur**

**Required Reading/Watching:**
- The Lizzie Bennet Diaries
- Sherlock (BBC 2010-), 1x01, 1x03, 2x03, 3x01

**Recommended Reading:**

---

**Advanced Methodology (DidA): Erst- und Zweifach**

**CLIL by Interaction**

Seminar, SWS: 2, Max. Teilnehmer: 25

Becker, Carmen

**Kommentar**

CLIL (Content and Language Integrated Learning) is said to be one of the most promising approaches to foreign language learning. We will study this grassroots movement initiated by teachers and recently discovered by researchers. Various approaches facilitating conversational interaction will be critically examined by analysing recorded biology, geography and history lessons taught in English. You will finally be encouraged to develop tasks promoting interaction in the CLIL classroom and examine their impact on the language development of learners at lower and upper secondary level by conducting, carrying out, and evaluating your own mini-action research projects at school.

**Literatur**

**Required Reading/Watching:**

DidA1, DidA2
Multimedia Storytelling

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

Di wöchentl. 10:00 - 12:00 14.10.2014 - 31.01.2015 1502 - 615

Kommentar Multimedia storytelling, “the modern expression of the ancient art of storytelling, uses digital media to create media-rich stories to tell, to share, and to preserve (Digital Storytelling Association 2002). Especially in the form of digital stories, multimedia storytelling has become a buzzword in the English language teaching community and has emerged as a powerful tool in the foreign language classroom. However, until recently, little attention was paid to the potential of digital stories for developing and expanding complex competencies of students in the EFL classroom. After examining the theoretical framework, the seminar will explore a variety of uses of multimedia storytelling in the EFL classroom. The main focus will be put on the promotion of multiliteracies skills and the development of complex competencies. In addition, participants will be asked to develop, implement and critically evaluate a multimedia storytelling project in cooperation with a Hannover school.

Bemerkung Please note: An extraordinary commitment for the project will be expected!!


DidA1, DidA2

Literatur Required Reading:
See course page on StudIP.

Teaching English with Films: Episodic Films

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

Do wöchentl. 10:00 - 12:00 16.10.2014 - 31.01.2015 1502 - 615

Kommentar Students enjoy watching movies and TV for a variety of reasons. For one, they get exposure to authentic language in a non-threatening setting. Secondly, movies and video provide common ground to students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003. The course is designed to help students to make special use of episodic movies (puzzle films) like e.g. Short Cuts, Babel or L.A.Crash. Although episodic films often follow non-linear narration principles (the more modern ones), single episodes are mainly limited in duration or significance to a particular theme (the more traditional ones), and therefore offer valuable teaching potentials. Some of the objectives of the course will be: critically analyze and understand the purpose for the use of basic film/video techniques and teaching methods; understand and apply different critical approaches to studying film (e.g semiotics) and teach them in a task-based learning context; develop ‘reading/viewing’ skills through a range of classroom activities that demonstrate how audience interaction works to create meaning in film.


DidA1, DidA2

Literatur Required Reading:
See course page on StudIP.

Teaching English with Literature: Many Voices – Many Cultures

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

**Kommentar**

(Short) stories, which rely so much on words, offer a major and constant source of language experience for learners on all school levels. Already 1982, Salmon Rushdie commented on the forthcoming success of postcolonial novels and short stories with the statement: “[T]he Empire writes back with a vengeance”. During the course we will particularly focus on multicultural British short stories by Hanif Kureishi, Farrukh Dhondy, Jean Rhys or David Dabydeen and a couple of Mexican-American short stories by Benjamin Alire Sáenz (from the short story collection *Everything begins and ends at the Kentucky Club*. (2012) and on some stories of the *South African Short Stories* collection (2014).

The course will present different approaches to teaching these texts. Processes of reading and responding to them will be in the centre of discussion. We will discuss methods of analyzing short stories in the English language classroom and subsequently promote creative ways of dealing with short stories in a learner- and activity based way.

Some of the short stories that will be discussed are included in the following anthology, a copy of which students can collect either during office hours or from the secretary’s office: Grünkemeier, Ellen & Henning Marquardt, eds. *South African Short Stories in English*. Düsseldorf: Edition Oberkassel, 2014.

Please note that Dr. Grünkemeier offers a corresponding seminar on “Cornerstones of South African Literary History”. Students are more than welcome to attend both classes.

**Literatur**

*Required Reading:*

See course page on StudIP.

---

**Fachpraktikum Englisch (DidPA/DidFP): Erst- und Zweitfach**

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

Fachpraktikum, Max. Teilnehmer: 6

Blötz, Lisa

**Kommentar**

Das Blockpraktikum findet im Februar/März an der Kooperativen Gesamtschule "Schule am Kanstein" in Salzhemmendorf statt. Diese umfasst die Schulformen Haupt-, Realschule und Gymnasium (Klassenstufen 5 bis 12) und ist mit über 1.400 Schülerinnen und Schülern eine der größten Schulen des Kreises Hameln-Pyrmont.


Die Schule ist von Hannover aus mit öffentlichen Verkehrsmitteln zu erreichen, es empfiehlt sich jedoch die Bildung von Fahrgemeinschaften.

Die Teilnahme ist limitiert: Siehe StudIP.

**Bemerkung**

Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

*Registration – StudIP 1.9.2014 - 30.9.2014 ● Size restriction – 2-6 ● Prerequisites – DidPA ● Further Information – lisabloetz@yahoo.de*

DidPA

---

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

Fachpraktikum, Max. Teilnehmer: 6

Becker, Carmen
Englisches Seminar  
Winter 2014/15

Mo 13.10.2014 - 31.01.2015
Kommentar Das Blockpraktikum findet im Februar/März 2014 an Schulen in Hannover, Sehnde und Peine statt. Die Teilnahme ist limitiert auf: Siehe StudIP.

Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

Anmeldung für die betreuten Fachpraktika bei den jeweiligen Dozenten über StudIP


DidFP

Bemerkung

Fachpraktikum für das Lehramt an Gymnasien / M.Ed. (im Block): Ratsgymnasium Peine

Fachpraktikum, Max. Teilnehmer: 6  
Fellmann, Gabriela

Mo 13.10.2014 - 31.01.2015
Kommentar Das Blockpraktikum findet im Februar/März 2014 an Schulen in Hannover, Sehnde und Peine statt. Die Teilnahme ist limitiert auf: siehe StudIP.

Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

Anmeldung für das unbetreute Praktikum bei Carmen Becker über StudIP

DidFP  

Bemerkung

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

Fachpraktikum, Max. Teilnehmer: 6  
Becker, Carmen

Mo 13.10.2014 - 31.01.2015
Kommentar Das Blockpraktikum findet im Februar/März 2014 an Schulen in Hannover, Sehnde und Peine statt. Die Teilnahme ist limitiert auf: siehe StudIP.

Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

Anmeldung für das unbetreute Praktikum bei Carmen Becker über StudIP

DidFP  

Bemerkung

Planung und Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 25  
Bierwirth, Annika

Fr wöchentlich 12:00 - 14:00 17.10.2014 - 31.01.2015 1502 - 615

Bemerkung zur Gruppe Bierwirth

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

Englisches Seminar

Bemerkung


DidPA

Literatur

Recommended Reading:


Planung und Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 25
Blötz, Lisa

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fr</td>
<td>Einzel</td>
<td>15:00 - 17:30</td>
<td>24.10.2014 - 24.10.2014</td>
<td>1502 - 615</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sa</td>
<td>Einzel</td>
<td>09:00 - 13:00</td>
<td>25.10.2014 - 25.10.2014</td>
<td>1502 - 615</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fr</td>
<td>Einzel</td>
<td>15:00 - 17:30</td>
<td>07.11.2014 - 07.11.2014</td>
<td>1502 - 615</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sa</td>
<td>Einzel</td>
<td>09:00 - 13:00</td>
<td>08.11.2014 - 08.11.2014</td>
<td>1502 - 615</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fr</td>
<td>Einzel</td>
<td>15:00 - 17:30</td>
<td>21.11.2014 - 21.11.2014</td>
<td>1502 - 615</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sa</td>
<td>Einzel</td>
<td>09:00 - 13:00</td>
<td>22.11.2014 - 22.11.2014</td>
<td>1502 - 615</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Kommentar

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


Bemerkung


DidPA

Literatur

Recommended Reading:


**Masterarbeit / Master Thesis: Erst- und Zweitfach**

**Doktorandenkolloquium**

<table>
<thead>
<tr>
<th>Kolloquium, SWS: 2</th>
<th>Becker, Carmen</th>
<th>Rössler, Andrea</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mo</strong></td>
<td>13.10.2014 - 31.01.2015</td>
<td></td>
</tr>
<tr>
<td>Bemerkung zur Gruppe</td>
<td>Auf Einladung</td>
<td></td>
</tr>
<tr>
<td>Kommentar</td>
<td>Das Doktorandenkolloquium findet statt in Zusammenarbeit mit der Didaktik des Spanischen (Prof. Dr. Andrea Rössler). Das Kolloquium findet auf Einladung statt.</td>
<td></td>
</tr>
<tr>
<td>Bemerkung</td>
<td>Further Information – EMAIL carmen.becker@engsem.~ / <a href="mailto:roessler@romanistik.phil.uni-hannover.de">roessler@romanistik.phil.uni-hannover.de</a></td>
<td></td>
</tr>
</tbody>
</table>

**Doktorandenkolloquium**

<table>
<thead>
<tr>
<th>Kolloquium, SWS: 2</th>
<th>Blell, Gabriele</th>
<th>Rössler, Andrea</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mo</strong></td>
<td>13.10.2014 - 31.01.2015</td>
<td></td>
</tr>
<tr>
<td>Bemerkung zur Gruppe</td>
<td>Auf Einladung</td>
<td></td>
</tr>
<tr>
<td>Kommentar</td>
<td>Das Doktorandenkolloquium findet statt in Zusammenarbeit mit der Didaktik des Spanischen (Prof. Dr. Andrea Rössler). Das Kolloquium findet auf Einladung statt.</td>
<td></td>
</tr>
<tr>
<td>Bemerkung</td>
<td>Further Information – EMAIL gabriele.bellel@engsem.~ / <a href="mailto:roessler@romanistik.phil.uni-hannover.de">roessler@romanistik.phil.uni-hannover.de</a></td>
<td></td>
</tr>
</tbody>
</table>

**Forschungskolloquium Anglistik**

<table>
<thead>
<tr>
<th>Kolloquium, SWS: 2</th>
<th>Emig, Rainer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mo</strong></td>
<td>13.10.2014 - 31.01.2015</td>
</tr>
<tr>
<td>Bemerkung zur Gruppe</td>
<td>Siehe Aushang</td>
</tr>
<tr>
<td>Bemerkung</td>
<td>Mittwochs /18:00 - 20:00 Uhr / Raum 1502.709 / Beginn: Siehe Aushang!</td>
</tr>
</tbody>
</table>

**Kolloquium zum Studienabschluss in der Didaktik**

<table>
<thead>
<tr>
<th>Kolloquium, SWS: 1</th>
<th>Becker, Carmen</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mo wöchentl.</strong></td>
<td>13:00 - 14:00 13.10.2014 - 31.01.2015 1502 - 709</td>
</tr>
<tr>
<td>Kommentar</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.</td>
</tr>
</tbody>
</table>

**Ergänzungsstudiengang Lehramt an Gymnasien - Fach Englisch**

**Foundations Literature and Culture (AcadF/AmerBritF1)**

**Introduction to Academic Writing and Research**

Winter 2014/15
Englisches Seminar

Seminar, SWS: 1
Schulze, Rainer

Di wöchentl. 13:00 - 13:45 21.10.2014 - 27.01.2015 1502 - 003

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 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.

This course will mainly follow academic writing and research standards in the field of English linguistics.

Bemerkung

Assessment Tasks – regular attendance, active participation in class, several small tests for Studienleistung / Registration – StudIP 1.10.2014-16.10.2014 (24 h) / Prerequisites – none / Further Information - rainer.schulze@engsem.

AcadF

Literatur

Recommended Reading:


or


or


or


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

Introduction to Academic Writing and Research

Seminar, SWS: 2
Blell, Gabriele

Di wöchentl. 12:00 - 13:00 21.10.2014 - 27.01.2015 1502 - 003

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 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.

This course will mainly follow Academic Writing and Research standards in the field of Teaching English as a Foreign Language (Didaktik des Englischen).

Bemerkung


AcadF

Literatur

Recommended Reading:
### Introduction to Literary Studies

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

**Mo wöchentlich.** 10:00 - 12:00 20.10.2014 - 31.01.2015  
**1502 - 609**

This class provides an introduction to methods of interpretation and analysis, focusing on the field of American literary and cultural history. We will discuss a variety of genres and text sorts – ranging from prose to drama, poetry, and film. A reader with additional course material will be made available at the beginning of the semester.

**Bemerkung**  
*Assessment Tasks – will be specified*  
*Registration – StudIP 1.10.2014 - 16.10.2014 (24 Uhr)*  
*Size restriction – 25*  
*Prerequisites – none*  
*Further Information – ruth.mayer@engsem.uni-hannover.de; AmerBritF1*

**Literatur**  
*Reader – StudIP*

---

### Introduction to Literary Studies

**Seminar, SWS: 2, Max. Teilnehmer: 30**  
**Marquardt (Staatsexamen), Johanna**

**Fr wöchentlich.** 14:00 - 16:00 24.10.2014 - 31.01.2015  
**1502 - 609**

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.

**Bemerkung**  
*Assessment Tasks – will be specified in class*  
*Registration – StudIP: 1.10.-16.10. (24 Uhr)*  
*Size restriction – 35*  
*Prerequisites – none*  
*Further Information – johanna.marquardt@engsem.uni-hannover.de; AmerBritF1*

**Literatur**  
*Required Reading:*


---

### Introduction to Literary Studies

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

**Fr wöchentlich.** 10:00 - 12:00 24.10.2014 - 31.01.2015  
**1502 - 703**

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

**Bemerkung**  
*Assessment Tasks – will be specified in class*  
*Registration – StudIP: 1.10.-16.10 (24 Uhr)*  
*Size restriction – 30*  
*Prerequisites – none*  
*Further information: rainer.emig@engsem.uni-hannover.de; AmerBritF1*

**Literatur**  
*Required Purchase:*
**Introduction to Literary Studies**

Semiarn, SWS: 2, Max. Teilnehmer: 35  
Jain-Warden, Verena

Do wöchentl. 14:00 - 16:00 16.10.2014 - 31.01.2015 1502 - 615

Bemerkung zur Gruppe

Verena Jain-Warden

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.

Bemerkung

Reader – copy shop Stork (Körnerstraße) from 1 October  
Assessment Tasks – will be specified in class  
Registration – Size restriction – 35  
Prerequisites – none

Further Information – verena.warden@uni-bonn.de

Litatur

Required Reading:


**Foundations Linguistics (LingF1/LingF2)**

Introduction to Linguistics I

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

Di wöchentl. 08:00 - 10:00 21.10.2014 - 27.01.2015 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.

Bemerkung

Registration – StudIP 1.10.2014-16.10.2014 (24 h)  
Prerequisites – none  
Further Information - caroline.gerckens@engsem.

Litatur

Required Reading:


**Introduction to Linguistics I**

Semiarn, SWS: 2  
Hohaus, Pascal

Do wöchentl. 16:00 - 18:00 23.10.2014 - 27.01.2015 1502 - 003

Winter 2014/15
"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 2015.

**Registration**  
- StudIP 1.10.2014-16.10.2014 (24 h)
- *Prerequisites* – none
- *Further Information*  
  p.hohaus@gmx.de

**Literature**

**Required Reading:**

One of the most frequently asked questions in the introductory linguistics classroom is what someone might do with linguistic information and theory. This class is a companion class to Introduction to Linguistics. It is designed to further illustrate the broad use and application of linguistic knowledge in a variety of fields, including phonetics, phonology, morphology, syntax, semantics and pragmatics. This companion class is intended to reinforce linguistic concepts that students learn in an introductory class from a new angle, demonstrating the significance of a range of terms and concepts in linguistics that students might not otherwise consider.

**Bemerkung**

LingF1

Registration – StudIP 1.9.2014-30.9.2014 / Prerequisites – none / Further Information – p.hohaus@gmx.de

**Literatur**

*Reader* – Material will be provided in class or on Stud.IP.

---

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

**An Introduction to Content and Language Integrated Learning**

_Seminar, SWS: 2, Max. Teilnehmer: 25_

_Ball, Celia_

*Mi wöchentl. 12:00 - 14:00 15.10.2014 - 28.01.2015 1502 - 615_

**Kommentar**

This seminar will provide students with the basic knowledge of Content Language Integrated Learning practised 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 Studienseminar are also welcome and the participation of the two groups should provide an opportunity for discussion of theoretical and practical aspects.

**Bemerkung**

Assessment Tasks – will be specified in class


● Size restriction – around 25 (+ trainee teachers)

● Prerequisites

● Further Information – celia.ball@engsem.~

DidF2

**Literatur**

*Required Reading:*

Relevant literature will be announced in the first meeting.

---

**Intercultural Communicative Competence in the English Language Classroom**

_Seminar, SWS: 2, Max. Teilnehmer: 25_

_Fellmann, Gabriela_

*Mi wöchentl. 16:00 - 18:00 15.10.2014 - 31.01.2015 1502 - 615_

**Kommentar**

Intercultural Communicative Competence is the main aim of foreign language teaching as one can read in recent guidelines, e.g. the Kerncurricula in Lower Saxony. In the English Language Classroom at school we practically aim at teaching our students various aspects. It is nevertheless extremely difficult to measure pupils’ competence about their own culture and the target culture. In this seminar we will therefore deal with intercultural communicative competence as far as theoretic concepts and practical approaches are concerned. We will focus on different definitions and models as well as the difficulty of assessing intercultural communicative competence. We will also look at different practical examples (from the classroom, from field trips like a COMENIUS-Project or a student exchange) and analyse their potential for developing intercultural communicative competence. Participants will have to design material for teaching.

**Bemerkung**

Reader – Copyshop Stork beginning of term

● Assessment Tasks – regular attendance; teaching material


● Size restriction – 25

● Prerequisites

● Further Information – FellmannG@aol.com

DidF2

**Literatur**

*Recommended Reading:*

Relevant literature will be announced in the first meeting.
Introduction to English Language Teaching

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

Mo wöchentl. 10:00 - 12:00 13.10.2014 - 31.01.2015 1502 - 703

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

An optional tutorial will be offered.

Bemerkung

Reader ● Assessment Tasks – see syllabus ● Registration – StudIP 1.10.-12.10. (24 Uhr) ● Size restriction – 40 ● Prerequisites – None ● Further Information – carmen.becker@engsem.

Literatur

Required Reading: Please see the course page on StudIP.

Introduction to English Language Teaching

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

Do wöchentl. 08:00 - 10:00 16.10.2014 - 31.01.2015 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.

Bemerkung

Reader ● Assessment Tasks – see syllabus ● Registration – StudIP 1.10.-12.10. (24 Uhr) ● Size restriction – 40 ● Prerequisites – None ● Further Information – gabriele.blell@engsem.

Literatur

Required Reading: Please see the course page on StudIP.
Englisches Seminar

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

Di wöchentl. 08:00 - 10:00 14.10.2014 - 31.01.2015 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.

Bemerkung

An optional tutorial will be offered.

Literatur

Required Reading:

Please see the course page on StudIP.

Teaching the Skills: Listening, Reading, Speaking, Writing, and Mediation

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

Di wöchentl. 16:00 - 18:00 14.10.2014 - 31.01.2015 1502 - 615

Kommentar

Although teaching listening, reading, speaking, writing, and also mediation are/ have become important everyday activities in the EFL classroom and for future teachers of English as well, they are sometimes regarded with apprehension: speaking e.g. has only in the last two decades become a relevant aspect of teaching foreign languages, or teaching mediation has become compulsory since 2009 only (in Lower Saxony). Although the traditional skills-based approach has been criticized widely (namely because it aims at developing language skills by continuous practice, ignoring learners’ mental processes), we will retain the traditional language skills classification in the seminar for practical reasons. At the same time, we will have a look at discussions of teaching skills in terms of communicative activities and competences (competences as the “sum of knowledge, skills and characteristics that allow a person to perform actions.” [CoE 2001:9]) Based on an integrated skills and competences approach students will get to know various teaching methods and are asked to design little task-based teaching scenarios themselves.

Bemerkung


Literatur

Required Reading:

See StudIP.

Foundations Language Practice (SP1/SP2)
Grammar (Blockseminar)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster, Darren Paul

Block 09:00 - 16:00 01.10.2014 - 08.10.2014 1502 - 709
Englisches Seminar

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

**Assessment Tasks** – SL: will be specified in class, PL: exam  ●  **Registration** – Stud.IP 1.9.2014 - 30.9.2014  ●  **Size restriction** – 25  ●  **Prerequisites** – SP1  ●  **Further Information** – darren.foster@engsem.

---

**Vocabulary and Pronunciation (Gruppe 1)**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster, Darren Paul

Mo wöchentl. 10:00 - 12:00 20.10.2014 - 31.01.2015 1502 - 615  01. Gruppe

**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.

**Bemerkung**

---

**Vocabulary and Pronunciation (Gruppe 2)**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster, Darren Paul

Di wöchentl. 14:00 - 16:00 21.10.2014 - 31.01.2015 1502 - 703  02. Gruppe

**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.

**Bemerkung**

---

**Vocabulary and Pronunciation (Gruppe 3)**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster, Darren Paul

Do wöchentl. 12:00 - 14:00 23.10.2014 - 31.01.2015 1502 - 703  03. Gruppe

**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.

**Bemerkung**

---

**Vocabulary and Pronunciation (Gruppe 4)**
Englisches Seminar

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster, Darren Paul

Do wöchentl. 14:00 - 16:00 23.10.2014 - 31.01.2015 1502 - 609 04. Gruppe

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.

Bemerkung

SP1

Vocabulary and Pronunciation (Gruppe 5)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster, Darren Paul

Fr wöchentl. 14:00 - 16:00 24.10.2014 - 31.01.2015 1502 - 615 05. Gruppe
Fr Einzel 14:00 - 16:00 24.10.2014 - 24.10.2014 1502 - 613 05. Gruppe
Fr Einzel 14:00 - 16:00 07.11.2014 - 07.11.2014 1502 - 613 05. Gruppe
Fr Einzel 14:00 - 16:00 21.11.2014 - 21.11.2014 1502 - 613 05. Gruppe

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.

Bemerkung

SP1

Survey British Literature and Culture (BritF2.1/Brit2.2)
Survey of British Literatures and Cultures I

Vorlesung, SWS: 2
Emig, Rainer

Fr wöchentl. 12:00 - 14:00 24.10.2014 - 30.01.2015 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 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.

Bemerkung
Assessment Tasks – mid-term test for Studienleistung, final 60-minute exam after lecture 2 in the summer term for Prüfungsleistung # Registration – Stud.IP 1.10.2014 - 12.10.2014 # Size restriction – None # Prerequisites – None # Further Information – rainer.emig@engsem~

Winter 2014/15 79
BritF2.1

**Recommended Purchase:**


**Survey American Literature and Culture (AmerF2.1/AmerF2.2)**

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

**Vorlesung, SWS: 2**

Mayer, Ruth  |  Twelbeck, Kirsten

**Kommentar**

This online 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. The SL-exam ("midterm") will take place on Wednesday (!) January 7, 2015 (18:00-20:00). General information regarding the midterm will be posted online.

**Bemerkung**

*Assessment Tasks*  – will be specified in class  ● *Registration*  – StudIP 1.9.2014 - 30.9.2014  ● *Size restriction*  – no size restriction  ● *Further Information*  – kirsten.twelbeck@engsem.

AmerF2.1

**Literatur**

*Reader*  – course material on StudIP

*Recommended Reading*


---

**Intermediate Literature and Culture (AmerBritF3 / AmerF4 oder BritF4)**

*"Fantastic Adolescence. Contemporary American Narrative and Participatory Culture"*

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

Soller, Bettina

**Kommentar**

In recent years, books, TV series and films that feature teenagers and adolescents with supernatural powers have been exceptionally successful in the United States. At the same time, fans of these texts are engaging with the material in a productive way and discuss and critique it online as well as produce their own prequels, sequels and transformations in diverse media. This class will undertake both close readings and theoretical investigations of episodes of TV shows like *Buffy the Vampire Slayer*, books as *New Moon* of the *Twilight* series, films like the recent *Chronicle*, and the fan practices that surround them.

**Bemerkung**

*Assessment Tasks*  – will be specified in class  ● *Registration*  – StudIP 1.9.2014 - 30.9.2014  ● *Size restriction*  – 25  ● *Prerequisites*  – Studienleistung(en) of AmerBritF1  ● *Further Information*  – bettinasoller@hotmail.com

AmerF4
Literatur

Required Reading
Please refer to the course page on StudIP.

Reader – copy shop Stork (Körnerstraße) from 1 October

"Moab is my Washpot" ????: The Bible and the Christian Churches in Literature and Culture

Seminar, SWS: 2, Max. Teilnehmer: 25
Bennett, Peter | Dierks, Alexandra

Mi wöchentl. 10:00 - 12:00 15.10.2014 - 31.01.2015 1502 - 703

Kommentar

Mary Magdalene, Genesis, High Church, Low Church, the Last Supper, Moses, Methodist, Abraham, Archangel, Crucifixion, Last Judgement, all is vanity, the eye of a needle, Eucharist, Joseph (which Joseph?), Moab ...

Writers of literary texts from the beginnings until the middle of the 20th century have assumed that their readers had a Christian upbringing and were broadly familiar, even intimately so, with the names, stories and events from the Old and New Testaments of the Bible. They could also assume that most of their readers were aware, even if crudely and one-sidedly, of the most obvious differences between different Christian churches in respect of doctrine, ideology, religious practice and cultural status. That knowledge and familiarity are much less widely shared nowadays. Students of anglophone literature may be puzzled by or even blind to references and allusions to biblical or ecclesiastical matters (names, stories, labels, symbols). The literary and cultural significance of these references and allusions may then be entirely missed or greatly underestimated.

The main aim of this seminar is to introduce students of literature and culture to key biblical events and narratives as well as to important developments in Christian history and divergences in church culture. A related aim is to help students be alert to the signs and the pervasive presence of these sets of cultural meanings.

Bemerkung

Assessment Tasks – to be specified in class ● Registration – StudIP 1.9.2014 - 30.9.2014 ● Size restriction – 25 ● Prerequisites – Amer/BritF1, BritF2.1 + BritF2.2 preferable ● Further Information – peter.bennett@engsem.

Literatur

Required Reading:

It is absolutely vital that, from the very start, every participant has a text of the English translation of the Bible known as the Authorized King James Version. The best-value annotated edition is:


You could also look for an unannotated secondhand copy or download a free digital version from the Internet.

Remembering the Vietnam War

Seminar, SWS: 2, Max. Teilnehmer: 25
Fehlhaber, M. A., Svenja

Mo wöchentl. 14:00 - 16:00 20.10.2014 - 31.01.2015 1502 - 609

Kommentar

Twenty-one years after the official end of the US military’s involvement in Vietnam, Robert M. Slabey states: “‘Vietnam’ has become an American metaphor for [...] a syndrome for which no cure exists.” In this class we will explore the ways in which the Vietnam War has continued to resonate in American cultural production. This seminar thus aims at providing a comprehensive overview of the ongoing process through which the nation has tried to come to terms with an unprecedented experience of defeat and loss in Vietnam. The role and function that cultural production had in this very process will be our central concern throughout the semester.

While looking at crucial historical contexts like the official recognition of post-traumatic stress disorder in 1980, the politics of reintegrating Vietnam veterans as well as forms
of political memory, we will trace a cultural discourse of the war as it emerged in its aftermath and underwent a number of significant transformations throughout the following decades. For this purpose, we will not only look at the only war movie produced during the war, John Wayne’s 1968 *The Green Berets*, but also examine retrospective negotiations of the war in Scorsese’s *Taxi Driver* (1976), Coppola’s 1979 *Apocalypse Now* or Wallace’s *We Were Soldiers* (2002), novels like Heinemann’s 1986 *Paco’s Story* or O’Brien’s *The Things they Carried* (1990) as well as other formats of visual culture like Dough Murray’s comic *The ‘Nam* (1986-93). While questions of genre, iconography, aesthetics and theme will be addressed, the class furthermore introduces students to aspects of trauma theory and memory studies.

Bemerkung

Assessment Tasks – will be specified
● Size restriction – 25
● Prerequisites – AmerBritF1
● Further Information – svenja.feihlhaber@engsem.

Literatur

Please note that there will be a number of film screenings in addition to our regular sessions and your weekly reading.

*Required Reading*

The literature to be purchased will be specified in class.

**Television Studies**

Seminar, SWS: 2, Max. Teilnehmer: 25
Groß (M. A.), Florian

Mi wöchentl. 10:00 - 12:00 15.10.2014 - 31.01.2015 1502 - 609

Kommentar

This class will provide a comprehensive introduction to the academic study of television in the United States. It will start with a look at television’s history and a brief history of theoretical approaches to studying television. It will then introduce a number of critical concepts and tools to perform televisual criticism from the vantage point of both cultural and media studies. With a focus on serial television, this class will conclude with case studies from different genres and a consideration of television’s role in times of media convergence.

Bemerkung

Assessment Tasks – will be specified in class
● Size restriction – 25
● Prerequisites – AmerBritF1
● Further Information – florian.gross@engsem.

Literatur

*Required Reading*

Please refer to the course page on StudIP.

**Theories and Methods of Literary Studies**

Seminar, SWS: 2, Max. Teilnehmer: 40
Krämer, Lucia

Di wöchentl. 16:00 - 18:00 14.10.2014 - 31.01.2015 1502 - 609

Kommentar

Oscar Wilde’s novel *The Picture of Dorian Gray* (1890) 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 Wilde’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 *The Picture of Dorian Gray* in order to demonstrate the practical value of these theories and practice their terminologies.

Please buy the Oxford World’s Classics paperback edition of *The Picture of Dorian Gray* (ed. by Joseph Bristow) 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).

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

**Registration** – StudIP:


**Recommended Reading:**


### Theories and Methods of Literary Studies

**Seminar, SWS: 2, Max. Teilnehmer: 80**

**Emig, Rainer**

Do wöchentl. 12:00 - 14:00 16.10.2014 - 31.01.2015 1502 - 003

**Kommentar**

Oscar Wilde’s novel *The Picture of Dorian Gray* (1890) 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 Wilde’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 *The Picture of Dorian Gray* in order to demonstrate the practical value of these theories and practice their terminologies.

Please buy the Oxford World’s Classics paperback edition of *The Picture of Dorian Gray* (ed. by Joseph Bristow) 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).

**Bemerkung**

**Reader:** copy shop Stork (Körnerstraße) ● **Assessment Tasks:** will be specified in class

# **Registration:** StudIP 01.09.2014 - 30.09.2014 # **Size restriction:** 80 # **Prerequisites:** AmerBritF1 ● **Further Information:** rainer.emig@engsem.~

**Literatur**

**Recommended Reading:**


### Writing Change: South African Literature from Apartheid to the Present

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

**Jain-Warden, Verena**

Do wöchentl. 12:00 - 14:00 16.10.2014 - 31.01.2015 1502 - 615

**Kommentar**

In the last twenty five years, South Africa has changed from apartheid to a multi-party democracy with one of the most advanced constitutions worldwide. In this course, we
will look at a variety of South African texts from apartheid and post-apartheid times. Two plays by Athol Fugard, “The Island” (1973) and “Sizwe Bansi is Dead” (1972), Phaswane Mpe’s novel Welcome to Our Hillbrow (2001) as well as various short stories by Can Themba, Alan Paton, Njabulo S. Ndebele, Nadine Gordimer, Antjie Krog and Tanya Chan-Sam will be analysed. We will discuss the representational strategies through which issues such as apartheid inequalities, power relations, identity, trauma and resistance are addressed at different times and via different generic conventions. By placing the texts in their respective historical and cultural contexts, we will learn about continuities between past and present as well as about changing thematic concerns.

Please note that Prof. Dr. Blell offers a corresponding seminar on “Teaching English with Literature: Many Voices – Many Cultures”. Students are more than welcome to attend both classes.

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


**Size restriction** – 25

**Prerequisites** – AmerBritF1

**Further Information** – verena.warden@uni-bonn.de

**BritF4 Required Reading:**

Students should get hold of the following texts – any edition will do:

Fugard, Athol: “The Island” (1973) and “Sizwe Bansi is Dead” (1972) (e.g. in the collections Township Plays or Statements: Three Plays )

Mpe, Phaswane. Welcome to Our Hillbrow (2001)

The short stories that we will discuss, apart from Can Themba’s “The Suit”, are included in the following anthology, a copy of which students can collect from the secretary’s office:


**Recommended Reading:**


**Intermediate Linguistics (LingF3/LingF4)**

**English Sentences**

**Vorlesung, SWS: 2**

Schulze, Rainer

| Mo wöchentl. | 10:00 - 12:00 | 10.13.2014 | 13.01.2015 | 1502 | 003 |
| Mo Einzel | 10:00 - 12:00 | 26.01.2015 | 26.01.2015 | 1502 | 709 |

**Kommentar**

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

**Bemerkung**

LingF3; FAL1.1/FAL1.2

**Registration** – StudIP 1.9.2014-30.9.2014 / Prerequisites – LingF1 and LingF2 / Further Information - rainer.schulze@engsem.
Aarts, Bas. 42013. *English Syntax and Argumentation*. Basingstoke: Palgrave Macmillan
or
Kreyer, Rolf. 2010. *Introduction to English Syntax*. Frankfurt/Main usw.: Peter Lang
Verlag.

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

**Language Change**

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

**Do wöchentl. 10:00 - 12:00 16.10.2014 - 31.01.2015 1502 - 703**

**Kommentar**
Languages develop perpetually making linguistic change inevitable. But what can change in a language and is linguistic change predictable? This course is designed to acquire an in-depth understanding of the mechanisms and processes involved in language change. To this end we will examine change phenomena, past and present, of the English language by systematically tracing linguistic developments on the different levels of language description, i.e. sound, lexis, grammar, but also semantics and pragmatics. We will also deal with issues such as motivation and actuation, so as to gain a better understanding of what causes languages to change in the first place. We will seek answers in language-internal factors, but will also look at causes that lie outside the linguistic system, i.e. the role of the speaker and the sociolinguistic context of language change.

**Bemerkung**
*Registration* – StudIP 22.9.2014-06.10.2014 / *Size restriction* – 30 / *Prerequisites* – LingF1 and LingF2 / *Further Information* - meike.pfaff@engsem.~

**Literatur**

*Reader:*
Reading material will be made available online on Stud.IP

**Morphology**

**Seminar, SWS: 2**
Hohaus, Pascal

**Do wöchentl. 12:00 - 14:00 16.10.2014 - 31.01.2015 1502 - 613**

**Kommentar**
This course is designed as an introduction to the study of words and the analysis of word structure. First, we will discuss basic concepts of morphology such as morphemes, allomorphs and various types of suffixes. To do so, we will use different languages as illustrations. In the second part of the seminar, issues such as productivity, inflection and derivation will be tackled. Some effort will also be devoted to examine the interrelations between morphology and phonology as well as between morphology and syntax. In the final part of the seminar, we will be concerned with some theoretical approaches to morphology, such as lexicalist morphology and word-and-paradigm morphology. Diachronic and typological accounts of morphology will also be introduced.

**Bemerkung**
*Registration* – StudIP 22.9.2014-06.10.2014 / *Size restriction* – 25 / *Prerequisites* – LingF1 and LingF2 / *Further Information* – p.hohaus@gmx.de

**Literatur**


**Phraseology**

**Seminar, SWS: 2, Max. Teilnehmer: 25**
Gerckens (M. A.), Caroline

**Mi wöchentl. 08:00 - 10:00 15.10.2014 - 31.01.2015 1502 - 615**

Winter 2014/15
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.

Bemerkung

*Registration* – StudIP 22.9.2014-06.10.2014 / *Size restriction* – 30 / *Prerequisites* – LingF1 and LingF2 / *Further Information* - caroline.gerckens@engsem.

Literatur

*Reader*: an electronic reader containing the texts discussed in class will be available from StudIP.

---

**Readings in English Syntax**

Seminar, SWS: 2
Hohaus, Pascal

Mi. wöchentl. 16:00 - 18:00 29.10.2014 - 31.01.2015 1502 - 703

Kommentar

One of the most frequently asked questions in the syntax classroom is what someone might do with grammatical information and syntactic theory. This class, a is a companion class to the lecture *English Sentences*. It is designed to further illustrate the broad use and application of grammatical and syntactic knowledge, as necessary in the description of word categories, phrases, main and subordinate clauses, complementation patterns of verbs or adjectives, constituency ‘establishment’, subcategorisation frames, etc. This companion class is intended to reinforce linguistic concepts that students learn in the *English Sentences* lecture from a new angle, demonstrating the significance of a range of terms and concepts in English syntax that students might not otherwise consider.

Bemerkung

*LingF3 / FAL1.1, FAL1.2

Literatur

*Reader* – course material will be provided in class or on Stud.IP. Please check Stud.IP for updates and additional information as the semester approaches.

---

**Second Language Acquisition**

Seminar, SWS: 2, Max. Teilnehmer: 25
Gerckens (M. A.), Caroline

Di. wöchentl. 10:00 - 12:00 14.10.2014 - 31.01.2015 1502 - 609

Kommentar

"The field of second language acquisition (SLA, for short) investigates the human capacity to learn additional languages after the first language […] or languages […] have already been acquired" (Ortega, 2011: 1). This LingF4 seminar provides a comprehensive but scientific introduction to the field of SLA. The key terms and the most influential theories will be discussed. In addition, we will deal with some main themes in SLA such as age, crosslinguistic influence and fossilization, but also the role of instruction. In addition, the link to learner corpus research will be made. During the term, students (in groups of two or three) are expected to give presentations on selected articles and provide an annotated bibliography. The *Prüfungsleistung* will consist of a term paper. More information will be given later.

Bemerkung

*Registration* – StudIP 22.9.2014-06.10.2014 / *Size restriction* – 30 / *Prerequisites* – LingF1 and LingF2 / *Further Information* - caroline.gerckens@engsem.
Required Reading:

Advanced Literature and Culture (AmerA/BritA)
Cultures of Capitalism

Seminar, SWS: 2, Max. Teilnehmer: 25
Groß (M. A.), Florian

Do wöchentl. 10:00 - 12:00 16.10.2014 - 31.01.2015 1502 - 609
Kommentar
In this class we will analyze theoretical approaches to cultural practices and social values that have emerged in the context of U.S. capitalism since the 19th century. How have different ideas of capitalism affected U.S. culture, how has capitalism’s impact changed throughout time? How were questions of work, leisure, class, economic inequality, and the market historically negotiated, especially during times of (financial) crisis? We will look at classic analyses of capitalism (Smith, Marx, Weber) as well as more recent general approaches (Bell, Piketty), analyze various historical stages of modern U.S. capitalism from the late 19th century to different figurations of 21st century post-industrial capitalism (e.g. McGuigan’s “cool capitalism” or Boutang’s “cognitive capitalism”), and consider analyses of U.S. consumption patterns from Veblen’s “conspicuous consumption” to Frank’s “hipster consumerism.” Obviously, students taking this class should not be averse to theory.

Bemerkung
Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2014 - 30.9.2014 ● Size restriction – 25 ● Prerequisites – AmerF4/BritF4 for Fu#BA and MEd students, none for all others ● Further Information – florian.gross@engsem.uni-hannover.de

Literatur
Recommended Reading
n/a

Dracula

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

Mo wöchentl. 12:00 - 14:00 13.10.2014 - 31.01.2015 1502 - 609
Kommentar
In this class we will be concerned with the Trans-Atlantic and transmedial career of Dracula, tracing the Count from Transylvania to England, Germany, into the United States and back again across the Atlantic to Europe, with a possible detour to Sesame Street. We will look at the gradual iconization of the serial figure, its passage from the gothic novel to the horror film and, more recently, into ‘quality’ TV, and we will take this as a chance to discuss questions of genre and media specificity, alterity, sexuality, and gender. We will discuss Bram Stoker’s novel, watch Nosferatu (Friedrich Wilhelm Murnau, 1922), Dracula (Tod Browning, featuring Bela Lugosi, 1931), one or two of the Christopher Lee films of the 1970s, Bram Stoker’s Dracula (Francis Ford Coppola, 1993), and episodes of the TV-series Dracula (NBC, 2013), in addition to various other instances of vampiric (re)incarnation. Please buy and read the novel before the semester starts. If there are more registrations than seats, a quiz or response paper on the novel will decide upon participation.

Bemerkung
Assessment Tasks – will be specified ● Registration – StudIP 1.9.2014 - 30.9.2014 ● Size restriction – 25 ● Prerequisites – AmerF4/BritF4 for Fu#BA and MEd students, none for all others ● Further Information – ruth.mayer@engsem.uni-hannover.de.
**Literatur**

**Required Reading:**


**Reader – StudIP**

---

**Forschungskolloquium Anglistik**

**Kolloquium, SWS: 2**

**Emig, Rainer**

<table>
<thead>
<tr>
<th>Mo</th>
<th>13.10.2014 - 31.01.2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bemerkung zur Gruppe</td>
<td>Siehe Aushang</td>
</tr>
</tbody>
</table>

**Bemerkung**

Mittwochs /18:00 - 20:00 Uhr / Raum 1502.709 / Beginn: Siehe Aushang!

**Modernity, Serialization, and American Film**

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

**Brasch (M. A.), Ilka | Mayer, Ruth**

**Di wöchentl.** 12:00 - 14:00 14.10.2014 - 31.01.2015 1502 - 609

**Kommentar**

This class will explore exemplary instances in the formative phase of American cinema, between 1910 and 1940. We will be interested in how films of this period engage with and enact modernity and modernization, depicting and displaying masses, machines, and the media. In particular, we will investigate processes and techniques of serialization – both with regard to the thematic takes on processes of standardization, streamlining, replication, or automation, and with regard to filmic and cinematic serial formats and devices: film serials, remakes, and other forms of filmic repetition and variation. To this purpose, we will analyze seminal examples of modern filmmaking such as *Metropolis* (Fritz Lang, 1927), *The Crowd* (King Vidor, 1928), and *Modern Times* (Charles Chaplin, 1936). We will also focus on the film serial as one of the most popular entertainment forms of early classical Hollywood. The class will be followed by a conference in April 2015, which will give students the chance to discuss their questions and findings with leading experts of the field from Germany, the UK, and the United States.

**Assessment Tasks** – will be specified


**Size restriction** – 25

**Prerequisites** – AmerF4/BritF4 for FüBA and MEd students, none for all others

**Further Information** – ruth.mayer@engsem.uni-hannover.de;
ilka.brasch@engsem.uni-hannover.de

**Literatur**

AmerA; AAS1; AAS2; AAS4

**Reader – StudIP**

---

**Romanticism**

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

**Emig, Rainer**

**Do wöchentl.** 14:00 - 16:00 16.10.2014 - 31.01.2015 1502 - 703

**Kommentar**

Despite its short lifespan from the end of the eighteenth to the first decades of the nineteenth century, Romanticism has proved a decisive intellectual and artistic force in Western cultures. Our modern understanding of the self, of love, marriage, but also art and literature and the ways in which these should be encountered, are still shaped by what Jerome McGann calls “the Romantic Ideology”. This course will assess Romanticism’s origins, its aesthetic programmes and literary output in the context of the political and economic conditions in which they developed. It will look at famous and not so famous Romantic writers and their texts. These will be analysed as artistic and intellectual endeavours and as responses to and interventions in a time when the modern bourgeois subject was constituting itself. Political oppression, but also industrialisation and an emerging global capitalism, are crucial in this. Students should be prepared to
engage not only with literary texts in all genres (poetry, drama, and prose), but also
with cultural and philosophical manifestos. They should not be averse to more abstract
theoretical inquiries into issues such as subjectivity and aesthetics.

**Assessment Tasks:** critical summary of a secondary text as **Studienleistung**; essay of
approx. 5,000 words for **Prüfungsleistung**  ● **Registration:** StudIP 1.9.2014 - 30.9.2014
● **Size restriction:** 40  ● **Prerequisites:** Module Intermediate Literature and Culture ●
**Further Information:** rainer.emig@engsem~

**Scottdom:** A Cultural Study

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bennett, Peter</td>
</tr>
</tbody>
</table>

**Fr** wöchentl. 12:00 - 14:00 17.10.2014 - 31.01.2015 1502 - 703

**Kommentar**
By the time this seminar begins, the people of Scotland will have decided by referendum
whether Scotland is to leave the United Kingdom or not. Whatever the outcome, the
referendum will have put Scotland and questions of Scottish identity and culture into
the spotlight. The seminar will primarily be concerned with various representations
and understandings of Scotland and with the meaning of Scottish identity. We shall of
course consider Scottish history from early times to the present, both domestic and in
relation to England, Britain, Europe and the world, but we shall do this with a view not
only to the representational nature of history-writing but also to ways in which certain
phases, situations and moments of history intersect with synchronic topics such as
Scottish identities, stereotypes and geographies. We shall learn about the process of
representation and apply it by reading romantic, touristic, cinematic and other verbal,
visual and acoustic images against the grain.

**Bemerkung**
**Assessment Tasks** – to be specified in class  ● **Registration** – StudIP 1.9.2014 -
30.9.2014  ● **Size restriction:** 30  ● **Prerequisites** – Module Intermediate Literature and
Culture  ● **Further Information:** peter.bennett@engsem~

**Literatur**
BritA / AAS2, AAS3, AAS4

**Transmedia Storytelling**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Krämer, Lucia</td>
</tr>
</tbody>
</table>

**Di** wöchentl. 12:00 - 14:00 14.10.2014 - 31.01.2015 1502 - 703

**Kommentar**
This course is designed to enable students to engage analytically and critically with the
phenomenon of transmedia storytelling, i.e. with textual universes that extend across
several media. Transmedia storytelling has been interpreted as the creation of (usually
promotional) products and paratexts in different media around a single-medium text
such as a film, TV series, popular book or game, and this is not a new phenomenon.
Nor are spin-offs. Think, for example, of Disney franchises based on feature films that have spawned TV series, comic books, musicals, games both physical and digital, figurines and theme-park experiences. Those scholars and practitioners who propose that transmedia is a paradigm shift in storytelling, however, usually define the phenomenon quite differently. They use it to describe projects where texts in different media are not just added to a single-medium text. Instead, they mean projects whose narrative plots and fictional story world are developed deliberately and coherently across a variety of media platforms from the very beginning, i.e. projects where, in contrast to spin-offs and merchandising, transmedia concepts are central to the conception of the story and organic to how it is told.

In this course, we will engage extensively with the theorisation of transmedia storytelling, especially in relation to neighbouring phenomena such as adaptation, serialisation and remediation. However, we will also engage in depth with three examples, namely (i) the Harry Potter text cosmos, (ii) the transmedia storytelling strategies around the recent BBC series *Sherlock* and (iii) the webseries *The Lizzie Bennet Diaries*, a modernisation of Jane Austen’s *Pride and Prejudice*.

### Bemerkung
- Reader – StudIP
- Assessment Tasks – will be specified in class
- Size restriction – 30
- Prerequisites – Module Intermediate Literature and Culture
- Further Information – lucia.kraemer@engsem.

### Literatur
**Required Reading/Watching:**
- Austen, Jane. *Pride and Prejudice*. (1813) *The Lizzie Bennet Diaries*
- Rowling, J.K. *Harry Potter and the Philosopher’s Stone*. (1997) *Sherlock* (BBC 2010-), 1x01, 1x03, 2x03, 3x01

**Recommended Reading:**

### Advanced Linguistics (LingA1/LingA2)
**English Morphology and Word-formation**

**Seminar, SWS: 2**
- 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’).

**Bemerkung**

**Literatur**
- Required Reading: LingA1/LingA2; FAL1.1/FAL1.2

Das Seminar ist eine fächerübergreifende Veranstaltung der Germanistik und der Anglistik. Aufgrund der besonderen Form der Lehrveranstaltung kann nur eine begrenzte Zahl von Teilnehmern aufgenommen werden!

Studierende des Englischen Seminars können in dieser Veranstaltung keine Prüfungsleistung ablegen, wohl aber eine Studienleistung.

Teilnehmerzahl: 12 je Fach, Anmeldung über Stud.IP.

Required Reading: will be discussed in class. Assessment Tasks – will be discussed in class / Registration – StudIP 1.9.2014-30.9.2014 / Size restriction – 25 / Prerequisites – LingF1-F4 / Further Information - caroline.gerckens@engsem.~

Bemerkung

Neo-Firthian Linguistics

In this advanced seminar, we will explore the approach to language analysis taken by a group of scholars sometimes referred to collectively as ‘neo-Firthian’ (no, not Colin!). As this label suggests, these researchers work within the framework of an approach to language suggested by John Rupert Firth (1890-1960). The most prominent proponent of the neo-Firthian approach has been John Sinclair, and Sinclair played a major role in enabling subsequent work in language analysis. Many of the other key scholars in this tradition include Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert or Elena Tognini-Bonelli. Two central ideas in their approach to language analysis are ‘collocation’ and ‘discourse’. It is perhaps unfortunate that these terms are among the most multifariously defined and, therefore, the most confusing in contemporary linguistics. For this reason, we will examine some issues relating to the use of these terms, in theory and in practice. This will include presentations and discussions.
of how these terms are used both generally in linguistics and especially in neo-Firthian
linguistics.

Bemerkung
Registration  — StudIP 1.9.2014-30.9.2014 / Prerequisites  — LingF1-LingF4 / Further
Information  - rainer.schulze@engsem.~

Literatur
Required Reading:

Texts that we will discuss in class will be made available in a reader at the beginning of
the seminar. Further secondary literature will be made available on my reserve shelf in
the library. Please check StudIP for updates and additional information as the semester
approaches.

Sounds & Society

Seminar, SWS: 2
Altendorf, Ulrike

|                | Fr Einzel | 08:00 - 18:00 17.10.2014 - 17.10.2014 | 1502 - 608 |
|                | Fr Einzel | 08:00 - 18:00 17.10.2014 - 17.10.2014 | 1502 - 613 |
|                | Block     | 08:00 - 18:00 18.10.2014 - 19.10.2014 | 1502 - 703 |
|                | Mo Einzel | 08:00 - 18:00 20.10.2014 - 20.10.2014 | 1502 - 709 |
|                | Mo Einzel | 12:00 - 18:00 20.10.2014 - 20.10.2014 | 1502 - 703 |

Kommentar
We all know that fine-grained aspects of speech production convey a good deal of
information about a speaker—how old they are, if they are male or female, which region
they might come from, what kind of background or ethnicity they might have, even what
kind of emotional state they are in. But describing and accounting for this kind of variation
requires specific skills and theoretical approaches.

This course aims to enable you to appreciate key theories underlying social and regional
accents, and to enable you to develop some core phonetic skills for analysing speech,
using auditory and some basic acoustic analysis. The course will consist of core lecturing,
hands-on training and analysis sessions, with opportunities for discussion and feedback;
you will also carry out a small-scale group project, which you will present on the final day
of the course. The dialect for the course will be Scottish English, and the materials for the
course will be drawn from the newly collected Sounds of the City corpus of Glaswegian
vernacular (http://soundsoftthecity.arts.gla.ac.uk/), with some additional materials for the
ethnic Glasgow Asian ('Glaswasian') accent.

Bemerkung
Registration  - Sprechstunde Ulrike Altendorf / Prerequisites  — LingF1-LingF4 / Further
Information  - Sprechstunde Ulrike Altendorf; ulrike.altendorf@engsem.~

Guest lecturer: Jane Stuart-Smith, University of Glasgow

Literatur
Required Reading:

Texts and materials will be provided in class. Please note that you need to bring a laptop
or comparable net-enabled device to work with in class!

Structural Semantics vs. Cognitive Semantics

Seminar, SWS: 2
Schulze, Rainer

|                | Di wöchentl. 16:00 - 18:00 14.10.2014 - 31.01.2015 | 1502 - 703 |

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

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

Bemerkung

Literatur
Required Reading:
A reader will be made available at the beginning of the semester. Please check StudIP for updates and additional information as the semester approaches.

Tense and Aspect

Seminar, SWS: 2
Pfaff, Meike

Kommentar
This course is designed to develop an in-depth understanding of tense and aspect in English – two notoriously tricky categories concerned with the notion of time. We will explore how English speakers conceptualize time and how this is manifest in linguistic expression. In the course of the semester we will tackle these categories from different angles: We will work diachronically so as to trace the historical development of categories such as the Present Perfect or the Progressive, but we will also take on a synchronic perspective when contrasting the English T& system with that of other languages or when analysing differences in the coding of temporal and aspectual categories among selected varieties of English. Another area that will be explored in this class is the acquisition of tense and aspect categories, both in L1A as well as in L2A

Bemerkung
LingA1, LingA2 / FAL1

Literatur
Reader – Texts and materials to be discussed in class will be made available on Stud.IP. Please check Stud.IP regularly for updates and additional information as the semester approaches.


Advanced Methodology (DidA/DidPA)
CLIL by Interaction

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

Kommentar
CLIL (Content and Language Integrated Learning) is said to be one of the most promising approaches to foreign language learning. We will study this grassroots movement initiated by teachers and recently discovered by researchers. Various approaches facilitating conversational interaction will be critically examined by analysing recorded biology, geography and history lessons taught in English. You will finally be encouraged to develop tasks promoting interaction in the CLIL classroom and examine their impact on the language development of learners at lower and upper secondary level by conducting, carrying out, and evaluating your own mini-action research projects at school.

Bemerkung

DidA1, DidA2

Multimedia Storytelling
Multimedia storytelling, “the modern expression of the ancient art of storytelling, uses digital media to create media-rich stories to tell, to share, and to preserve (Digital Storytelling Association 2002). Especially in the form of digital stories, multimedia storytelling has become a buzzword in the English language teaching community and has emerged as a powerful tool in the foreign language classroom. However, until recently, little attention was paid to the potential of digital stories for developing and expanding complex competencies of students in the EFL classroom. After examining the theoretical framework, the seminar will explore a variety of uses of multimedia storytelling in the EFL classroom. The main focus will be put on the promotion of multiliteracies skills and the development of complex competencies. In addition, participants will be asked to develop, implement and critically evaluate a multimedia storytelling project in cooperation with a Hannover school.

Please note: An extraordinary commitment for the project will be expected!!


**Literatur**

Required Reading:
See course page on StudIP.

---

**Planung und Analyse von Englischunterricht**

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


**Literatur**

Recommended Reading:


### Planung und Analyse von Englischunterricht

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

<table>
<thead>
<tr>
<th>Do.</th>
<th>Einzel</th>
<th>10:00 - 12:00</th>
<th>16.10.2014 - 31.01.2015</th>
<th>1502 - 615</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fr</td>
<td>Einzel</td>
<td>15:00 - 17:30</td>
<td>24.10.2014 - 24.10.2014</td>
<td>1502 - 615</td>
</tr>
<tr>
<td>Sa</td>
<td>Einzel</td>
<td>09:00 - 13:00</td>
<td>25.10.2014 - 25.10.2014</td>
<td>1502 - 615</td>
</tr>
</tbody>
</table>

**Kommentar**

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


**Bemerkung**


**Literatur**

*Recommended Reading:*


### Teaching English with Films: Episodic Films

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

<table>
<thead>
<tr>
<th>Do. wöchentl.</th>
<th>10:00 - 12:00</th>
<th>16.10.2014 - 31.01.2015</th>
<th>1502 - 615</th>
</tr>
</thead>
</table>

**Kommentar**

Students enjoy watching movies and TV for a variety of reasons. For one, they get exposure to authentic language in a non-threatening setting. Secondly, movies and video provide common ground to students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003. The course is designed to help students to make special use of episodic movies (puzzle films) like e.g. *Short Cuts, Babel* or *L.A.Crash*. Although
episodic films often follow non-linear narration principles (the more modern ones), single episodes are mainly limited in duration or significance to a particular theme (the more traditional ones), and therefore offer valuable teaching potentials. Some of the objectives of the course will be: critically analyze and understand the purpose for the use of basic film/video techniques and teaching methods; understand and apply different critical approaches to studying film (e.g. semiotics) and teach them in a task-based learning context; develop ‘reading/viewing’ skills through a range of classroom activities that demonstrate how audience interaction works to create meaning in film.

Bemerkung

Literatur
Required Reading:
See course page on StudIP.

Teaching English with Literature: Many Voices – Many Cultures

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

Kommentar
(Short) stories, which rely so much on words, offer a major and constant source of language experience for learners on all school levels. Already 1982, Salmon Rushdie commented on the forthcoming success of postcolonial novels and short stories with the statement: “[T]he Empire writes back with a vengeance”. During the course we will particularly focus on multicultural British short stories by Hanif Kureishi, Farrukh Dhondy, Jean Rhys or David Dabydeen and a couple of Mexican-American short stories by Benjamin Alire Sáenz (from the short story collection Everything begins and ends at the Kentucky Club. (2012) and on some stories of the South African Short Stories collection (2014).

The course will present different approaches to teaching these texts. Processes of reading and responding to them will be in the centre of discussion. We will discuss methods of analyzing short stories in the English language classroom and subsequently promote creative ways of dealing with short stories in a learner- and activity based way.

Some of the short stories that will be discussed are included in the following anthology, a copy of which students can collect either during office hours or from the secretary’s office: Grünkemeier, Ellen & Henning Marquardt, eds. South African Short Stories in English. Düsseldorf: Edition Oberkassel, 2014.

Please note that Dr. Grünkemeier offers a corresponding seminar on “Cornerstones of South African Literary History”. Students are more than welcome to attend both classes.

Bemerkung

Literatur
Required Reading:
See course page on StudIP.

Advanced Language Practice (SP3/SP4)
Advanced Composition

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Foster, Darren Paul

Kommentar
Advanced Composition

Winter 2014/15
This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary.

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


**Size restriction** – 25

**Prerequisites** – SP1, SP2 + SP3

**Further Information** – darren.foster@engsem.

---

**Composition (Gruppe 1)**

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

Foster, Darren Paul

Mo wöchentl. 12:00 - 14:00 13.10.2014 - 31.01.2015 1502 - 615

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: written tasks


**Size restriction** – 25

**Prerequisites** – SP1 + SP2 (or SPAWR + SPCS)

**Further Information** – darren.foster@engsem.

---

**Composition (Gruppe 2)**

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

Schneller (M. A. / B. A. [USA]), Jill

Di wöchentl. 10:00 - 12:00 14.10.2014 - 31.01.2015 1502 - 709

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: written tasks


**Size restriction** – 25

**Prerequisites** – SP1 + SP2 (or SPAWR + SPCS)

**Further Information** – jill.schneller@engsem.

---

**Composition (Gruppe 3)**

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

Schneller (M. A. / B. A. [USA]), Jill

Di wöchentl. 12:00 - 14:00 14.10.2014 - 31.01.2015 1502 - 615

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: written tasks


**Size restriction** – 25

**Prerequisites** – SP1 + SP2 (or SPAWR + SPCS)

**Further Information** – jill.schneller@engsem.

---

**Composition (Gruppe 4)**

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

Schneller (M. A. / B. A. [USA]), Jill

Mi wöchentl. 10:00 - 12:00 15.10.2014 - 31.01.2015 1502 - 613

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.
**Composition (Gruppe 5)**

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

**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**

---

**Survey British Literature and Culture (BritF2.1/Brit2.2)**

Survey of British Literatures and Cultures I

Vorlesung, SWS: 2
Emig, Rainer

**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 19th century and the 18th century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.

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

**Bemerkung**
Assessment Tasks – mid-term test for Studienleistung, final 60-minute exam after lecture 2 in the summer term for Prüfungsleistung # Registration – StudIP 1.10.2014 - 12.10.2014 # Size restriction – None # Prerequisites – None # Further Information – rainer.emig@engsem~

**Literatur**

Recommended Purchase:


---

**Survey American Literature and Culture (AmerF2.1/AmerF2.2)**

American Literature and Culture from the Beginnings to the 1850s

Vorlesung, SWS: 2
Mayer, Ruth | Twelbeck, Kirsten

---
This online 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. The SL-exam (“midterm”) will take place on Wednesday (!) January 7, 2015 (18:00-20:00). General information regarding the midterm will be posted online.

Assessment Tasks – will be specified in class
Size restriction – no size restriction
Further Information – kirsten.twelbeck@engsem.

Reader – course material on StudIP
Recommended Reading


Intermediate and Advanced Linguistics (LingF3/LingA1/LingA2)

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:

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

Bemerkung

LingF3; FAL1.1/FAL1.2

Registration – StudIP 1.9.2014-30.9.2014 / Prerequisites – LingF1 and LingF2 / Further Information - rainer.schulze@engsem.

Literatur


or


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

LinguA

Seminar, SWS: 2
Lotze, Netaya | Gerckens (M. A.), Caroline

Mi wöchentlich 16:00 - 18:00 22.10.2014 - 31.01.2015 1502 - 506
Di Einzel 18:00 - 20:00 18.11.2014 - 18.11.2014 1502 - 103
Di Einzel 18:00 - 20:00 09.12.2014 - 09.12.2014 1502 - 003
Di Einzel 18:00 - 20:00 13.01.2015 1502 - 003

Kommentar


Für Studierende, die eine Studienleistung erbringen wollen, ist die inhaltliche Vor- oder Nachbereitung eines linguistischen Vortrags (Referat) und ggf. das Verfassen von Texten aus dem Bereich der Organisationsaufgaben (Pressemitteilung, Nachbericht über einen Vortrag für die Homepage, Einladungsschreiben u.a.) vorgesehen. Informationen zur Prüfungsleistung werden zu Beginn des Semesters gegeben.

Das Seminar ist eine fächerübergreifende Veranstaltung der Germanistik und der Anglistik. Aufgrund der besonderen Form der Lehrveranstaltung kann nur eine begrenzte Zahl von Teilnehmern aufgenommen werden!

Studierende des Englischen Seminars können in dieser Veranstaltung keine Prüfungsleistung ablegen, wohl aber eine Studienleistung.

Bemerkung

Teilnehmerzahl: 12 je Fach. Anmeldung über Stud.IP.

Literatur

Required Reading: will be discussed in class.

Assessment Tasks – will be discussed in class / Registration – StudIP 1.9.2014-30.9.2014 / Size restriction – 25 / Prerequisites – LingF1-F4 / Further Information - caroline.gerckens@engsem.
### Neo-Firthian Linguistics

**Seminar, SWS: 2**  
Schulze, Rainer

<table>
<thead>
<tr>
<th>Mo wöchentl.</th>
<th>16:00 - 18:00</th>
<th>13.10.2014 - 31.01.2015</th>
<th>1502 - 703</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mo Einzel</td>
<td>16:00 - 18:00</td>
<td>20.10.2014 - 20.10.2014</td>
<td>1502 - 609</td>
</tr>
</tbody>
</table>

**Kommentar**  
In this advanced seminar, we will explore the approach to language analysis taken by a group of scholars sometimes referred to collectively as ‘neo-Firthian’ (no, not Colin!). As this label suggests, these researchers work within the framework of an approach to language suggested by John Rupert Firth (1890-1960). The most prominent proponent of the neo-Firthian approach has been John Sinclair, and Sinclair played a major role in enabling subsequent work in language analysis. Many of the other key scholars in this tradition include Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert or Elena Tognini-Bonelli. Two central ideas in their approach to language analysis are ‘collocation’ and ‘discourse’. It is perhaps unfortunate that these terms are among the most multifariously defined and, therefore, the most confusing in contemporary linguistics. For this reason, we will examine some issues relating to the use of these terms, in theory and in practice. This will include presentations and discussions of how these terms are used both generally in linguistics and especially in neo-Firthian linguistics.

**Bemerkung**  

**Literatur**  
Required Reading:

Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be made available on my reserve shelf in the library. Please check StudIP for updates and additional information as the semester approaches.

### Readings in English Syntax

**Seminar, SWS: 2**  
Hohaus, Pascal

| Mi wöchentl. | 16:00 - 18:00 | 29.10.2014 - 31.01.2015 | 1502 - 703 |

**Kommentar**  
One of the most frequently asked questions in the syntax classroom is what someone might do with grammatical information and syntactic theory. This class, a is a companion class to the lecture English Sentences. It is designed to further illustrate the broad use and application of grammatical and syntactic knowledge, as necessary in the description of word categories, phrases, main and subordinate clauses, complementation patterns of verbs or adjectives, constituency ‘establishment’, subcategorisation frames, etc. This companion class is intended to reinforce linguistic concepts that students learn in the English Sentences lecture from a new angle, demonstrating the significance of a range of terms and concepts in English syntax that students might not otherwise consider.

**Bemerkung**  
Registration  – StudIP 1.9.2014-30.9.2014 / Prerequisites  – LingF1 and LingF2 / Further Information - p.hohaus@gmx.de

**Literatur**  
Reader – course material will be provided in class or on Stud.IP. Please check StudIP for updates and additional information as the semester approaches.

### Sounds &Society

**Seminar, SWS: 2**  
Altendorf, Ulrike
We all know that fine-grained aspects of speech production convey a good deal of information about a speaker – how old they are, if they are male or female, which region they might come from, what kind of background or ethnicity they might have, even what kind of emotional state they are in. But describing and accounting for this kind of variation requires specific skills and theoretical approaches.

This course aims to enable you to appreciate key theories underlying social and regional accents, and to enable you to develop some core phonetic skills for analysing speech, using auditory and some basic acoustic analysis. The course will consist of core lecturing, hands-on training and analysis sessions, with opportunities for discussion and feedback; you will also carry out a small-scale group project, which you will present on the final day of the course. The dialect for the course will be Scottish English, and the materials for the course will be drawn from the newly collected Sounds of the City corpus of Glaswegian vernacular (http://soundsofthecity.arts.gla.ac.uk/), with some additional materials for the ethnic Glasgow Asian ('Glaswasian') accent.

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

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

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

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

A reader will be made available at the beginning of the semester. Please check StudIP for updates and additional information as the semester approaches.
This course is designed to develop an in-depth understanding of tense and aspect in English – two notoriously tricky categories concerned with the notion of time. We will explore how English speakers conceptualize time and how this is manifest in linguistic expression. In the course of the semester we will tackle these categories from different angles: We will work diachronically so as to trace the historical development of categories such as the Present Perfect or the Progressive, but we will also take on a synchronic perspective when contrasting the English T& system with that of other languages or when analysing differences in the coding of temporal and aspectual categories among selected varieties of English. Another area that will be explored in this class is the acquisition of tense and aspect categories, both in L1A as well as in L2A.

**Bemerkung**

LingA1, LingA2 / FAL1


**Literatur**

*Reader* – Texts and materials to be discussed in class will be made available on Stud.IP. Please check StudIP regularly for updates and additional information as the semester approaches.


---

**Advanced Methodology of Teaching English as a Foreign Language (DidA1/DidPA)**

**CLIL by Interaction**

Seminar, SWS: 2, Max. Teilnehmer: 25

Becker, Carmen

| Mi wöchentl. 10:00 - 12:00 | 15.10.2014 - 31.01.2015 | 1502 - 615 |

**Kommentar**

CLIL (Content and Language Integrated Learning) is said to be one of the most promising approaches to foreign language learning. We will study this grassroots movement initiated by teachers and recently discovered by researchers. Various approaches facilitating conversational interaction will be critically examined by analysing recorded biology, geography and history lessons taught in English. You will finally be encouraged to develop tasks promoting interaction in the CLIL classroom and examine their impact on the language development of learners at lower and upper secondary level by conducting, carrying out, and evaluating your own mini-action research projects at school.

**Bemerkung**


DidA1, DidA2

---

**Multimedia Storytelling**

Seminar, SWS: 2, Max. Teilnehmer: 25

Becker, Carmen

| Di wöchentl. 10:00 - 12:00 | 14.10.2014 - 31.01.2015 | 1502 - 615 |

**Kommentar**

Multimedia storytelling, “the modern expression of the ancient art of storytelling, uses digital media to create media-rich stories to tell, to share, and to preserve (Digital Storytelling Association 2002). Especially in the form of digital stories, multimedia storytelling has become a buzzword in the English language teaching community and has emerged as a powerful tool in the foreign language classroom. However, until recently, little attention was paid to the potential of digital stories for developing and expanding complex competencies of students in the EFL classroom. After examining the theoretical framework, the seminar will explore a variety of uses of multimedia storytelling in the EFL classroom. The main focus will be put on the promotion of multiliteracies skills and the development of complex competencies. In addition, participants will be asked to develop, implement and critically evaluate a multimedia storytelling project in cooperation with a Hannover school.
Please note: An extraordinary commitment for the project will be expected!!

**Reader** – Semesterapparat ● **Assessment Tasks** – participation/oral, contribution/project, mini-action research project, and paper ● **Registration** – StudIP 1.9.2014 - 30.9.2014 ● **Size restriction** – 25 ● **Prerequisites** – DidF1 and DidF2 ● **Further Information** – EMAIL carmen.becker@engsem.

**Literatur**

*Required Reading:*

See course page on StudIP.

### Planung und Analyse von Englischunterricht

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

* Bierwirth, Annika

| Fr | Einzel | 15:00 - 17:30 | 24.10.2014 - 31.01.2015 | 1502 - 615 |
| Sa | Einzel | 09:00 - 13:00 | 25.10.2014 - 25.10.2014 | 1502 - 615 |

**Bemerkung**

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


**Literatur**

*Recommended Reading:*


### Planung und Analyse von Englischunterricht

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

* Blötz, Lisa

| Fr | Einzel | 15:00 - 17:30 | 24.10.2014 - 24.10.2014 | 1502 - 615 |
| Sa | Einzel | 09:00 - 13:00 | 25.10.2014 - 25.10.2014 | 1502 - 615 |
| Fr | Einzel | 15:00 - 17:30 | 07.11.2014 - 07.11.2014 | 1502 - 615 |
| Sa | Einzel | 09:00 - 13:00 | 08.11.2014 - 08.11.2014 | 1502 - 615 |
| Fr | Einzel | 15:00 - 17:30 | 21.11.2014 - 21.11.2014 | 1502 - 615 |
| Sa | Einzel | 09:00 - 13:00 | 22.11.2014 - 22.11.2014 | 1502 - 615 |
Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M. Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch.


Teaching English with Films: Episodic Films

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

Do wöchentl. 10:00 - 12:00 16.10.2014 - 31.01.2015 1502 - 615

Students enjoy watching movies and TV for a variety of reasons. For one, they get exposure to authentic language in a non-threatening setting. Secondly, movies and video provide common ground to students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003. The course is designed to help students to make special use of episodic movies (puzzle films) like e.g. Short Cuts, Babel or L.A.Crash. Although episodic films often follow non-linear narration principles (the more modern ones), single episodes are mainly limited in duration or significance to a particular theme (the more traditional ones), and therefore offer valuable teaching potentials. Some of the objectives of the course will be: critically analyze and understand the purpose for the use of basic film/video techniques and teaching methods; understand and apply different critical approaches to studying film (e.g. semiotics) and teach them in a task-based learning context; develop ‘reading/viewing’ skills through a range of classroom activities that demonstrate how audience interaction works to create meaning in film.


DidA1, DidA2

Required Reading:
See course page on StudIP.

Teaching English with Literature: Many Voices – Many Cultures
(Short) stories, which rely so much on words, offer a major and constant source of language experience for learners on all school levels. Already 1982, Salman Rushdie commented on the forthcoming success of postcolonial novels and short stories with the statement: “[T]he Empire writes back with a vengeance”. During the course we will particularly focus on multicultural British short stories by Hanif Kureishi, Farrukh Dhondy, Jean Rhys or David Dabydeen and a couple of Mexican-American short stories by Benjamin Alire Sáenz (from the short story collection Everything begins and ends at the Kentucky Club (2012) and on some stories of the South African Short Stories collection (2014).

The course will present different approaches to teaching these texts. Processes of reading and responding to them will be in the centre of discussion. We will discuss methods of analyzing short stories in the English language classroom and subsequently promote creative ways of dealing with short stories in a learner- and activity based way.

Some of the short stories that will be discussed are included in the following anthology, a copy of which students can collect either during office hours or from the secretary’s office: Grünkemeier, Ellen & Henning Marquardt, eds. South African Short Stories in English. Düsseldorf: Edition Oberkassel, 2014.

Please note that Dr. Grünkemeier offers a corresponding seminar on “Cornerstones of South African Literary History”. Students are more than welcome to attend both classes.

Advanced Language Practice (SP3/SP4)

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

Advanced Composition

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

Composition (Gruppe 1)

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.
Composition (Gruppe 2)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Schneller (M. A. / B. A. [USA]), Jill

Di wöchentl. 10:00 - 12:00 14.10.2014 - 31.01.2015 1502 - 709 02. Gruppe

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

Composition (Gruppe 3)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Schneller (M. A. / B. A. [USA]), Jill

Di wöchentl. 12:00 - 14:00 14.10.2014 - 31.01.2015 1502 - 615 03. Gruppe

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

Composition (Gruppe 4)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Schneller (M. A. / B. A. [USA]), Jill

Mi wöchentl. 10:00 - 12:00 15.10.2014 - 31.01.2015 1502 - 613 04. Gruppe

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

Composition (Gruppe 5)

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

Fr wöchentl. 10:00 - 12:00 17.10.2014 - 31.01.2015 1502 - 613 05. Gruppe

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
Masterarbeit / Master Thesis
Doktorandenkolloquium

Kolloquium, SWS: 2
Becker, Carmen | Rössler, Andrea

Mo 13.10.2014 - 31.01.2015

Kommentar
Das Doktorandenkolloquium findet statt in Zusammenarbeit mit der Didaktik des Spanischen (Prof. Dr. Andrea Rössler). Das Kolloquium findet auf Einladung statt.

Bemerkung
Further Information – EMAIL carmen.becker@engsem.~ / roessler@romanistik.phil.uni-hannover.de

Doktorandenkolloquium

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

Mo 13.10.2014 - 31.01.2015

Kommentar
Das Doktorandenkolloquium findet statt in Zusammenarbeit mit der Didaktik des Spanischen (Prof. Dr. Andrea Rössler). Das Kolloquium findet auf Einladung statt.

Bemerkung
Further Information – EMAIL gabriele.blell@engsem.~ / roessler@romanistik.phil.uni-hannover.de

Kolloquium zum Studienabschluss in der Didaktik

Kolloquium, SWS: 1
Becker, Carmen

Mo wöchentl. 13:00 - 14:00 13.10.2014 - 31.01.2015 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

Masterstudiengang Advanced Anglophone Studies

Theory and Method (AAS1)
Cultures of Capitalism

Seminar, SWS: 2, Max. Teilnehmer: 25
Groß (M. A.), Florian

Do wöchentl. 10:00 - 12:00 16.10.2014 - 31.01.2015 1502 - 609

Kommentar
In this class we will analyze theoretical approaches to cultural practices and social values that have emerged in the context of U.S. capitalism since the 19th century. How have different ideas of capitalism affected U.S. culture, how has capitalism’s impact changed throughout time? How were questions of work, leisure, class, economic inequality, and the market historically negotiated, especially during times of (financial) crisis? We will look at classic analyses of capitalism (Smith, Marx, Weber) as well as more recent general approaches (Bell, Piketty), analyze various historical stages of modern U.S. capitalism from the late 19th century to different figurations of 21st century post-industrial capitalism (e.g. McGuigan’s “cool capitalism” or Boutang’s “cognitive capitalism”), and consider
analyses of U.S. consumption patterns from Veblen’s “conspicuous consumption” to Frank’s “hip consumerism.” Obviously, students taking this class should not be averse to theory.

Bemerkung
Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2014 - 30.9.2014 ● Size restriction – 25 ● Prerequisites – AmerF4/BritF4 for Fu#BA and MEd students, none for all others ● Further Information – florian.gross@engsem.uni-hannover.de

Literatur
Recommended Reading
n/a

Modernity, Serialization, and American Film

Seminar, SWS: 2, Max. Teilnehmer: 25
Brasch (M. A.), Ilka | Mayer, Ruth

Kommentar
This class will explore exemplary instances in the formative phase of American cinema, between 1910 and 1940. We will be interested in how films of this period engage with and enact modernity and modernization, depicting and displaying masses, machines, and the media. In particular, we will investigate processes and techniques of serialization – both with regard to the thematic takes on processes of standardization, streamlining, replication, or automation, and with regard to filmic and cinematic serial formats and devices: film serials, remakes, and other forms of filmic repetition and variation. To this purpose, we will analyze seminal examples of modern filmmaking such as Metropolis (Fritz Lang, 1927), The Crowd (King Vidor, 1928), and Modern Times (Charles Chaplin, 1936). We will also focus on the film serial as one of the most popular entertainment forms of early classical Hollywood. The class will be followed by a conference in April 2015, which will give students the chance to discuss their questions and findings with leading experts of the field from Germany, the UK, and the United States.

Bemerkung
Assessment Tasks – will be specified ● Registration – StudIP 1.9.2014 - 30.9.2014 ● Size restriction – 25 ● Prerequisites – AmerF4/BritF4 for Fu#BA and MEd students, none for all others ● Further Information – ruth.mayer@engsem.uni-hannover.de; ilka.brasch@engsem.uni-hannover.de

Literatur
Recommended Reading
n/a

Theoretische Ansätze und Methoden der Atlantic Studies

Seminar, SWS: 2
Bandau, Anja | Reinwald, Brigitte

Kommentar
### Draculas

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

**Kommentar**  
In this class we will be concerned with the Trans-Atlantic and transmedial career of Dracula, tracing the Count from Transylvania to England, Germany, into the United States and back again across the Atlantic to Europe, with a possible detour to Sesame Street. We will look at the gradual iconization of the serial figure, its passage from the gothic novel to the horror film and, more recently, into ‘quality’ TV, and we will take this as a chance to discuss questions of genre and media specificity, alterity, sexuality, and gender. We will discuss Bram Stoker's novel, watch *Nosferatu* (Friedrich Wilhelm Murnau, 1922), *Dracula* (Tod Browning, featuring Bela Lugosi, 1931), one or two of the Christopher Lee films of the 1970s, *Bram Stoker's Dracula* (Francis Ford Coppola, 1993), and episodes of the TV-series *Dracula* (NBC, 2013), in addition to various other instances of vampiric (re)incarnation. Please buy and read the novel before the semester starts. If there are more registrations than seats, a quiz or response paper on the novel will decide upon participation.

**Literatur**


*Required Reading:*  
*Reader* – StudIP

### Modernity, Serialization, and American Film

**Seminar, SWS: 2, Max. Teilnehmer: 25**  
**Brasch (M. A.), Ilka | Mayer, Ruth**

**Kommentar**  
This class will explore exemplary instances in the formative phase of American cinema, between 1910 and 1940. We will be interested in how films of this period engage with and enact modernity and modernization, depicting and displaying masses, machines, and the media. In particular, we will investigate processes and techniques of serialization – both with regard to the thematic takes on processes of standardization, streamlining, replication, or automation, and with regard to filmic and cinematic serial formats and devices: film serials, remakes, and other forms of filmic repetition and variation. To this purpose, we will analyze seminal examples of modern filmmaking such as *Metropolis* (Fritz Lang, 1927), *The Crowd* (King Vidor, 1928), and *Modern Times* (Charles Chaplin, 1936). We will also focus on the film serial as one of the most popular entertainment forms of early classical Hollywood. The class will be followed by a conference in April 2015, which will give students the chance to discuss their questions and findings with leading experts of the field from Germany, the UK, and the United States.

**Bemerkung**

*Assessment Tasks – will be specified*  
*Size restriction – 25*  
*Prerequisites – AmerF4/BritF4 for FüBA and MEd students, none for all others*  
*Further Information – ruth.mayer@engsem.uni-hannover.de.*
none for all others ● Further Information – ruth.mayer@engsem.uni-hannover.de; ilka.brasch@engsem.uni-hannover.de

AmerA; AAS1; AAS2; AAS4

Reader – StudIP

Romanticism

Seminar, SWS: 2, Max. Teilnehmer: 40
Emig, Rainer

Do wöchentl. 14:00 - 16:00 16.10.2014 - 31.01.2015 1502 - 703

Kommentar
Despite its short lifespan from the end of the eighteenth to the first decades of the nineteenth century, Romanticism has proved a decisive intellectual and artistic force in Western cultures. Our modern understanding of the self, of love, marriage, but also art and literature and the ways in which these should be encountered, are still shaped by what Jerome McGann calls "the Romantic Ideology". This course will assess Romanticism's origins, its aesthetic programmes and literary output in the context of the political and economic conditions in which they developed. It will look at famous and not so famous Romantic writers and their texts. These will be analysed as artistic and intellectual endeavours and as responses to and interventions in a time when the modern bourgeois subject was constituting itself. Political oppression, but also industrialisation and an emerging global capitalism, are crucial in this. Students should be prepared to engage not only with literary texts in all genres (poetry, drama, and prose), but also with cultural and philosophical manifestos. They should not be averse to more abstract theoretical inquiries into issues such as subjectivity and aesthetics.

Bemerkung
Assessment Tasks: critical summary of a secondary text as Studienleistung; essay of approx. 5,000 words for Prüfungsleistung ● Registration: StudIP 1.9.2014 - 30.9.2014 ● Size restriction: 40 ● Prerequisites: Module Intermediate Literature and Culture ● Further Information: rainer.emig@engsem~

BritA / AAS2, AAS3, AAS4

Literatur


Recommended Reading:


Scotland: A Cultural Study

Seminar, SWS: 2, Max. Teilnehmer: 30
Bennett, Peter

Fr wöchentl. 12:00 - 14:00 17.10.2014 - 31.01.2015 1502 - 703

Kommentar
By the time this seminar begins, the people of Scotland will have decided by referendum whether Scotland is to leave the United Kingdom or not. Whatever the outcome, the referendum will have put Scotland and questions of Scottish identity and culture into the spotlight. The seminar will primarily be concerned with various representations and understandings of Scotland and with the meaning of Scottish identity. We shall of course consider Scottish history from early times to the present, both domestic and in relation to England, Britain, Europe and the world, but we shall do this with a view not
only to the representational nature of history-writing but also to ways in which certain phases, situations and moments of history intersect with synchronic topics such as Scottish identities, stereotypes and geographies. We shall learn about the process of representation and apply it by reading romantic, touristic, cinematic and other verbal, visual and acoustic images against the grain.

Assessment Tasks – to be specified in class
Size restriction – 30
Prerequisites – Module Intermediate Literature and Culture
Further Information – peter.bennett@engsem.

Bemerkung

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

Di wöchentl. 12:00 - 14:00 14.10.2014 - 31.01.2015 1502 - 703

This course is designed to enable students to engage analytically and critically with the phenomenon of transmedia storytelling, i.e. with textual universes that extend across several media. Transmedia storytelling has been interpreted as the creation of (usually promotional) products and paratexts in different media around a single-medium text such as a film, TV series, popular book or game, and this is not a new phenomenon. Nor are spin-offs. Think, for example, of Disney franchises based on feature films that have spawned TV series, comic books, musicals, games both physical and digital, figurines and theme-park experiences. Those scholars and practitioners who propose that transmedia is a paradigm shift in storytelling, however, usually define the phenomenon quite differently. They use it to describe projects where texts in different media are not just added to a single-medium text. Instead, they mean projects whose narrative plots and fictional story world are developed deliberately and coherently across a variety of media platforms from the very beginning, i.e. projects where, in contrast to spin-offs and merchandising, transmedia concepts are central to the conception of the story and organic to how it is told.

In this course, we will engage extensively with the theorisation of transmedia storytelling, especially in relation to neighbouring phenomena such as adaptation, serialisation and remediation. However, we will also engage in depth with three examples, namely (i) the Harry Potter text cosmos, (ii) the transmedia storytelling strategies around the recent BBC series Sherlock and (iii) the webservice The Lizzie Bennet Diaries, a modernisation of Jane Austen's Pride and Prejudice.

Reader – StudIP
Assessment Tasks – will be specified in class
Size restriction – 30
Prerequisites – Module Intermediate Literature and Culture
Further Information – lucia.kraemer@engsem.

Bemerkung

Literatur
Required Reading/Watching:
Austen, Jane. Pride and Prejudice. (1813) The Lizzie Bennet Diaries
Rowling, J.K. Harry Potter and the Philosopher’s Stone. (1997) Sherlock (BBC 2010-), 1x01, 1x03, 2x03, 3x01

Recommended Reading:
Seminar, SWS: 2, Max. Teilnehmer: 25
Groß (M. A.), Florian

Do wöchentl. 10:00 - 12:00 16.10.2014 - 31.01.2015 1502 - 609

Kommentar
In this class we will analyze theoretical approaches to cultural practices and social values that have emerged in the context of U.S. capitalism since the 19th century. How have different ideas of capitalism affected U.S. culture, how has capitalism’s impact changed throughout time? How were questions of work, leisure, class, economic inequality, and the market historically negotiated, especially during times of (financial) crisis? We will look at classic analyses of capitalism (Smith, Marx, Weber) as well as more recent general approaches (Bell, Piketty), analyze various historical stages of modern U.S. capitalism from the late 19th century to different figurations of 21st century post-industrial capitalism (e.g. McGuigan’s “cool capitalism” or Boutang’s “cognitive capitalism”), and consider analyses of U.S. consumption patterns from Veblen’s “conspicuous consumption” to Frank’s “hip consumerism.” Obviously, students taking this class should not be averse to theory.

Bemerkung
Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2014 - 30.9.2014 ● Size restriction – 25 ● Prerequisites – AmerF4/BritF4 for Fu#BA and MEd students, none for all others ● Further Information – florian.gross@engsem.

Literatur
Recommended Reading
n/a

Romanticism

Seminar, SWS: 2, Max. Teilnehmer: 40
Emig, Rainer

Do wöchentl. 14:00 - 16:00 16.10.2014 - 31.01.2015 1502 - 703

Kommentar
Despite its short lifespan from the end of the eighteenth to the first decades of the nineteenth century, Romanticism has proved a decisive intellectual and artistic force in Western cultures. Our modern understanding of the self, of love, marriage, but also art and literature and the ways in which these should be encountered, are still shaped by what Jerome McGann calls “the Romantic Ideology”. This course will assess Romanticism’s origins, its aesthetic programmes and literary output in the context of the political and economic conditions in which they developed. It will look at famous and not so famous Romantic writers and their texts. These will be analysed as artistic and intellectual endeavours and as responses to and interventions in a time when the modern bourgeois subject was constituting itself. Political oppression, but also industrialisation and an emerging global capitalism, are crucial in this. Students should be prepared to engage not only with literary texts in all genres (poetry, drama, and prose), but also with cultural and philosophical manifestos. They should not be averse to more abstract theoretical inquiries into issues such as subjectivity and aesthetics.

Bemerkung
Assessment Tasks: critical summary of a secondary text as Studienleistung; essay of approx. 5,000 words for Prüfungsleistung ● Registration: StudIP 1.9.2014 - 30.9.2014 ● Size restriction: 40 ● Prerequisites: Module Intermediate Literature and Culture ● Further Information: rainer.emig@engsem

Literatur
Required Purchase:

Recommended Reading:
Media, Cultural Communication and Popular Culture (AAS4)

Dracula

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

Mo wöchentl. 12:00 - 14:00 13.10.2014 - 31.01.2015 1502 - 609
Kommentar
In this class we will be concerned with the Trans-Atlantic and transmedial career of Dracula, tracing the Count from Transylvania to England, Germany, into the United States and back again across the Atlantic to Europe, with a possible detour to Sesame Street. We will look at the gradual iconization of the serial figure, its passage from the gothic novel to the horror film and, more recently, into 'quality' TV, and we will take this as a chance to discuss questions of genre and media specificity, alterity, sexuality, and gender. We will discuss Bram Stoker's novel, watch Nosferatu (Friedrich Wilhelm Murnau, 1922), Dracula (Tod Browning, featuring Bela Lugosi, 1931), one or two of the Christopher Lee films of the 1970s, Bram Stoker's Dracula (Francis Ford Coppola, 1993), and episodes of the TV-series Dracula (NBC, 2013), in addition to various other instances of vampiric (re)incarnation. Please buy and read the novel before the semester starts. If there are more registrations than seats, a quiz or response paper on the novel will decide upon participation.

Bemerkung

Assessment Tasks – will be specified
Size restriction – 25
Prerequisites – AmerF4/BritF4 for FüBA and MEd students, none for all others
Further Information – ruth.mayer@engsem.uni-hannover.de.

Literatur

Required Reading:
Reader – StudIP

Modernity, Serialization, and American Film

Seminar, SWS: 2, Max. Teilnehmer: 25
Brasch (M. A.), Ilka | Mayer, Ruth

Di wöchentl. 12:00 - 14:00 14.10.2014 - 31.01.2015 1502 - 609
Kommentar
This class will explore exemplary instances in the formative phase of American cinema, between 1910 and 1940. We will be interested in how films of this period engage with and enact modernity and modernization, depicting and displaying masses, machines, and the media. In particular, we will investigate processes and techniques of serialization – both with regard to the thematic takes on processes of standardization, streamlining, replication, or automation, and with regard to filmic and cinematic serial formats and devices: film serials, remakes, and other forms of filmic repetition and variation. To this purpose, we will analyze seminal examples of modern filmmaking such as Metropolis (Fritz Lang, 1927), The Crowd (King Vidor, 1928), and Modern Times (Charles Chaplin, 1936). We will also focus on the film serial as one of the most popular entertainment forms of early classical Hollywood. The class will be followed by a conference in April 2015, which will give students the chance to discuss their questions and findings with leading experts of the field from Germany, the UK, and the United States.
Assessment Tasks – will be specified ● Registration – StudIP 1.9.2014 - 30.9.2014 ● Size restriction – 25 ● Prerequisites – AmerF4/BritF4 for FüBA and MEd students, none for all others ● Further Information – ruth.mayer@engsem.uni-hannover.de; ilka.brasch@engsem.uni-hannover.de

AmerA; AAS1; AAS2; AAS4

Reader – StudIP

Romanticism

Seminar, SWS: 2, Max. Teilnehmer: 40
Emig, Rainer

Do wöchentl. 14:00 - 16:00 16.10.2014 - 31.01.2015 1502 - 703
Kommentar

Despite its short lifespan from the end of the eighteenth to the first decades of the nineteenth century, Romanticism has proved a decisive intellectual and artistic force in Western cultures. Our modern understanding of the self, of love, marriage, but also art and literature and the ways in which these should be encountered, are still shaped by what Jerome McGann calls “the Romantic Ideology”. This course will assess Romanticism’s origins, its aesthetic programmes and literary output in the context of the political and economic conditions in which they developed. It will look at famous and not so famous Romantic writers and their texts. These will be analysed as artistic and intellectual endeavours and as responses to and interventions in a time when the modern bourgeois subject was constituting itself. Political oppression, but also industrialisation and an emerging global capitalism, are crucial in this. Students should be prepared to engage not only with literary texts in all genres (poetry, drama, and prose), but also with cultural and philosophical manifestos. They should not be averse to more abstract theoretical inquiries into issues such as subjectivity and aesthetics.

Bemerkung

Assessment Tasks: critical summary of a secondary text as Studienleistung; essay of approx. 5,000 words for Prüfungsleistung ● Registration: StudIP 1.9.2014 - 30.9.2014 ● Size restriction: 40 ● Prerequisites: Module Intermediate Literature and Culture ● Further Information: rainer.emig@engsem~

BritA / AAS2, AAS3, AAS4

Required Purchase:


Recommended Reading:


Scotland: A Cultural Study

Seminar, SWS: 2, Max. Teilnehmer: 30
Bennett, Peter

Fr wöchentl. 12:00 - 14:00 17.10.2014 - 31.01.2015 1502 - 703
Kommentar

By the time this seminar begins, the people of Scotland will have decided by referendum whether Scotland is to leave the United Kingdom or not. Whatever the outcome, the referendum will have put Scotland and questions of Scottish identity and culture into the spotlight. The seminar will primarily be concerned with various representations and understandings of Scotland and with the meaning of Scottish identity. We shall of
course consider Scottish history from early times to the present, both domestic and in relation to England, Britain, Europe and the world, but we shall do this with a view not only to the representational nature of history-writing but also to ways in which certain phases, situations and moments of history intersect with synchronic topics such as Scottish identities, stereotypes and geographies. We shall learn about the process of representation and apply it by reading romantic, touristic, cinematic and other verbal, visual and acoustic images against the grain.

Transmedia Storytelling

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

Di wöchentl. 12:00 - 14:00 14.10.2014 - 31.01.2015 1502 - 703

This course is designed to enable students to engage analytically and critically with the phenomenon of transmedia storytelling, i.e. with textual universes that extend across several media. Transmedia storytelling has been interpreted as the creation of (usually promotional) products and paratexts in different media around a single-medium text such as a film, TV series, popular book or game, and this is not a new phenomenon. Nor are spin-offs. Think, for example, of Disney franchises based on feature films that have spawned TV series, comic books, musicals, games both physical and digital, figurines and theme-park experiences. Those scholars and practitioners who propose that transmedia is a paradigm shift in storytelling, however, usually define the phenomenon quite differently. They use it to describe projects where texts in different media are not just added to a single-medium text. Instead, they mean projects whose narrative plots and fictional story world are developed deliberately and coherently across a variety of media platforms from the very beginning, i.e. projects where, in contrast to spin-offs and merchandising, transmedia concepts are central to the conception of the story and organic to how it is told.

In this course, we will engage extensively with the theorisation of transmedia storytelling, especially in relation to neighbouring phenomena such as adaptation, serialisation and remediation. However, we will also engage in depth with three examples, namely (i) the Harry Potter text cosmos, (ii) the transmedia storytelling strategies around the recent BBC series Sherlock and (iii) the webseries The Lizzie Bennet Diaries, a modernisation of Jane Austen’s Pride and Prejudice.

New English Literatures and Cultures (AAS5)
Theoretische Ansätze und Methoden der Atlantic Studies

Seminar, SWS: 2
Bandau, Anja | Reinwald, Brigitte

Kommentar

Bemerkung
Für den Besuch des Seminars ist der Abschluss des Moduls L2 erforderlich.

Independent Studies (AAS6)
Independent Studies: Organizing a Conference

Seminar, SWS: 2, Max. Teilnehmer: 25
Mayer, Ruth | Brasch (M. A.), Ilka

Kommentar
This course is open to MAAS students interested in gathering competences in the conceptualization and organization of an international academic conference. The conference will take place in April 2015. Participation in the class "Modernity, Modernization, and American Film" is mandatory.

Bemerkung

Literatur
Reader – StudIP

MA-Thesis (AAS7)
Forschungskolloquium Anglistik

Kolloquium, SWS: 2
Emig, Rainer

Kommentar
Siehe Aushang

Bemerkung
Mittwochs /18:00 - 20:00 Uhr / Raum 1502.709 / Beginn: Siehe Aushang!

Professional Skills (AAS8)
Literaturvermittlung und Kulturmanagement

Winter 2014/15 117
Kommentar


Bemerkung
Teilnehmerzahl: 12 pro Studienfach, Anmeldung über Stud.IP.

Literatur
Generell: aktuelle Belletristik und Sachliteratur sowie Feuilletons, Kulturzeitschriften und -sendungen (Radio, TV), Verlagsprogramme
Bemmé, Sven-Oliver: Kultur-Projektmanagement: Kultur- und Organisationsprojekte erfolgreich managen. Wiesbaden, 2011

Electives (AAS9)
Research and Internship (AAS10)

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)

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

Medienkommunikation / Media and Communication (FAL 3)

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

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

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

Mehrsprachigkeit und Multilateralität / Multilingualism and Multiliteracies (FAL 6)

Spracherwerb und Sprachvermittlung / Language Acquisition and Language Teaching (FAL 7)
Masterarbeit / M. A. Thesis

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

Examensseminare / Exam Seminars