

## 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 Charlotte Milsch

Gruppe

Kommentar	<p>Als öffentliches Live-Programm an der Leibniz Universität Hannover konfrontiert der Literarische Salon seine Macher mit der zentralen Anforderung eines Kulturberufes: Wie stellt man ein kulturelles Geschehen her, das Anklang findet? Die Voraussetzungen dafür sind komplex: Sie reichen von der thematischen Konzeption, Planung und Vermittlung über die Beherrschung finanzieller, technischer und logistischer Arrangements bis hin zur kommunikativen Darstellung und Moderation.</p> <p>Der Literarische Salon Hannover ist 1992 als studentische Initiative aus dem Deutschen Seminar der Leibniz Universität hervorgegangen. Jetzt geben die Salonmacher der ersten Stunde ihr Know-how an die heutigen Studierenden weiter. Im Seminar soll der Literarische Salon als Praxisfeld dienen, um zentrale Aspekte der Literaturvermittlung beispielhaft kennen zu lernen und eigene Fertigkeiten im Rahmen des laufenden Salonbetriebs praktisch zu erproben.</p>
Bemerkung Literatur	<p>Teilnehmerzahl: 12 pro Studienfach, Anmeldung über Stud.IP.</p> <p>Generell: aktuelle Belletristik und Sachliteratur sowie Feuilletons, Kulturzeitschriften und -sendungen (Radio, TV), Verlagsprogramme</p> <p>Bemmé, Sven-Oliver: Kultur-Projektmanagement : Kultur- und Organisationsprojekte erfolgreich managen. Wiesbaden, 2011</p> <p>Lewinski-Reuter, Verena und Lüddemann, Stefan (Hrsg.): Glossar Kulturmanagement. Wiesbaden, 2011</p> <p>Reifsteck, Peter: Handbuch Lesungen und Literaturveranstaltungen. Konzeption, Organisation, Öffentlichkeitsarbeit. 2. Auflage. Reutlingen, 2000</p>

### 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	<p>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.</p> <p>This course will mainly follow academic writing and research standards in the field of English linguistics.</p>
Bemerkung	<p><i>Assessment Tasks</i> – regular attendance, active participation in class, several small tests for <i>Studienleistung</i> / <i>Registration</i> – StudIP 1.10.2014-16.10.2014 (24 h) / <i>Prerequisites</i> – none / <i>Further Information</i> - rainer.schulze@engsem.~</p>
Literatur	<p>AcadF <i>Recommended Reading:</i></p>

Bitchener, John. 2010. *Writing an Applied Linguistics Thesis or Dissertation. A Guide to Presenting Empirical Research*. Basingstoke: Palgrave Macmillan.

or

Humphrey, Richard, Ansgar Nünning and Simon Cooke. 2007. *Essential Study Skills for Bachelor/Master in English and American Studies*. Stuttgart: Klett.

or

Mautner, Gerlinde. 2011. *Wissenschaftliches Englisch. Stilsicher Schreiben in Studium und Wissenschaft*. Konstanz: UVK Verlagsgesellschaft.

or

Siepmann, Dirk. 2012. *Wissenschaftliche Text auf Englisch Schreiben. Leitfaden für die Praxis*. Stuttgart: Klett.

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.

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

**Literatur** AcadF  
**Recommended Reading:**  
Richard Humphrey, Ansgar Nünning and Simon Cooke. *Essential Study Skills for Bachelor/Master in English and American Studies*. Uni-Wissen Anglistik/Amerikanistik. Stuttgart: Klett, 2007. Print.  
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;

**Literatur** AmerBritF1  
*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.~

AmerBritF1

**Literatur** **Required Reading:**

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2004.

**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~

AmerBritF1

**Literatur** **Required Purchase:**

Meyer, Michael. *English and American Literatures*. 4th ed. UTB Basics. Tübingen: Francke, 2011. Print.

**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

AmerBritF1

**Literatur** **Required Reading:**

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2004.

## Foundations Linguistics (LingF1/Ling F2)

### Introduction to Linguistics I

Seminar, 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.

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.~

LingF1

**Literatur** *Required Reading:*

Herbst, Thomas. 2010. *English Linguistics*. Berlin/New York: Walter de Gruyter.

### Introduction to Linguistics I

Seminar, SWS: 2  
Hohaus, Pascal

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

**Bemerkung zur Gruppe** Pascal Hohaus

**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

LingF1

**Literatur** *Required Reading:*

Herbst, Thomas. 2010. *English Linguistics*. Berlin/New York: Walter de Gruyter.

## Introduction to Linguistics I

Seminar, SWS: 2  
Hohaus, Pascal

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

Bemerkung zur  
Gruppe Pascal Hohaus

**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

LingF1

**Literatur**

*Required Reading:*

Herbst, Thomas. 2010. *English Linguistics*. Berlin/New York: Walter de Gruyter.

## 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** 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 ● *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

DidF2

**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# *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

DidF2

**Recommended Reading:**

Fellmann, Gabriela. (2006). Interkulturelles Lernen sichtbar machen. Lernertagebücher. *PRAXIS Fremdsprachenunterricht* 5, 26-33.

Frederking, Volker. (Hrsg.). (2008). *Schwer messbare Kompetenzen: Herausforderungen für die empirische Fachdidaktik*. Baltmannsweiler: Schneider Verlag Hohengehren.

Grau, Maïke. (2001). *Arbeitsfeld Begegnung. Eine Studie zur grenzüberschreitenden Lehrertätigkeit in europäischen Schulprojekten*. Tübingen: Narr.

Hu, Adelheid & Michael Byram. (Hrsg.). (2009). *Interkulturelle Kompetenz und fremdsprachliches Lernen. Modelle, Empirie, Evaluation*. Tübingen: Narr.

### 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.

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.~

DidF1

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

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 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.

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 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** *Reader* – Material on StudIP from 6 October ● *Assessment Tasks* – See course programme ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 20 ● *Prerequisites* – DidF ● *Further Information* – EMAIL gabriele.blell@engsem.~

DidF2

**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** *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.~

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** *Assessment Tasks* – SL: regular homework tasks ● *Registration* – Stud.IP 1.10.2014 - 16.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – none ● *Further Information* – darren.foster@engsem.~

SP1

**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 *Assessment Tasks* – SL: regular homework tasks ● *Registration* – Stud.IP 1.10.2014 - 16.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – none ● *Further Information* – darren.foster@engsem.~

SP1

**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 *Assessment Tasks* – SL: regular homework tasks ● *Registration* – Stud.IP 1.10.2014 - 16.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – none ● *Further Information* – darren.foster@engsem.~

SP1

**Vocabulary and Pronunciation (Gruppe 4)**

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 *Assessment Tasks* – SL: regular homework tasks ● *Registration* – Stud.IP 1.10.2014 - 16.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – none ● *Further Information* – darren.foster@engsem.~

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 <i>galoshes</i> , <i>chanterelles</i> and <i>zephyrs</i> ? How are those words pronounced? Which verbs are useful for reporting academic research? Why do <i>pear</i> and <i>bear</i> rhyme, but not <i>dear</i> ? What do <i>subconscious</i> and <i>submarine</i> have in common? What is the difference between <i>extent</i> and <i>extend</i> ? 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	<i>Assessment Tasks</i> – SL: regular homework tasks ● <i>Registration</i> – Stud.IP 1.10.2014 - 16.10.2014 ● <i>Size restriction</i> – 25 ● <i>Prerequisites</i> – none ● <i>Further Information</i> – darren.foster@engsem.~  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 18<sup>th</sup> century and the 18<sup>th</sup> century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.

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

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** :

John Oakland. *British Civilization: An Introduction*. 7<sup>th</sup> ed. London: Taylor & Francis, 2010. Print.

Paul Poplawski, ed. *English Literature in Context*. Cambridge: Cambridge UP, 2007. Print.

## 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*
- For general reference I recommend buying the *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (revised edition, Stuttgart: Metzler, 2004) and *The Enduring Vision. A History of the American People* (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2005). Both are standard textbooks.

## 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* – bettinassoller@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 20<sup>th</sup> 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.~

BritF4

**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:

*The Bible: Authorized King James Version*. Eds. Robert Carroll and Stephen Prickett. Oxford World's Classics, Oxford: Oxford University Press, 2008.

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'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** *Assessment Tasks* – will be specified ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – AmerBritF1 ● *Further Information* – svenja.fehlhaber@engsem.~

AmerF4

**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

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 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 ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – AmerBritF1 ● *Further Information* – florian.gross@engsem.~

AmerF4

Literatur *Required Reading*

Please refer to the course page on StudIP.

### Theories and Methods of Literary Studies

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

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 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 ● *Registration* – StudIP: 01.09.2014-30.09.2014 ● *Size restriction* – 40 ● *Prerequisites* – AmerBritF1 ● *Further Information* – lucia.kraemer@engsem.~

Literatur **Recommended Reading:**

Barry, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. 3rd ed. Manchester: Manchester University Press 2009 (1st ed. 1995).

Berensmeyer, Ingo. *Literary Theory. An Introduction to Approaches, Methods and Terms*. Stuttgart: Klett 2009. [UNI-WISSEN]. Print.

### Theories and Methods of Literary Studies

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

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 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

AmerBritF3  
**Recommended Reading:**

Barry, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. 3rd ed. Manchester: Manchester University Press 2009 (1st ed. 1995).

Berensmeyer, Ingo. *Literary Theory. An Introduction to Approaches, Methods and Terms*. Stuttgart: Klett 2009. [UNI-WISSEN]. Print.

### 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

AmerBritF3  
*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

*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

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:

Grünkemeier, Ellen & Henning Marquardt, eds. *South African Short Stories in English*. Düsseldorf: Edition Oberkassel, 2014.

**Recommended Reading:**

Attwell, David & Derek Attridge, eds. *The Cambridge History of South African Literature*. Cambridge: Cambridge University Press, 2012.

Chapman, Michael. *Southern African Literatures*. 2nd ed. Pietermaritzburg: University of Natal Press, 2003.

## Intermediate Linguistics (LingF3/LingF4)

### English Sentences

Vorlesung, SWS: 2  
Schulze, Rainer

Mo wöchentl. 10:00 - 12:00 13.10.2014 - 31.01.2015 1502 - 003

Mo Einzel 10:00 - 12:00 26.01.2015 - 26.01.2015 1502 - 709

Bemerkung zur Ausweichraum Seminar Dr. Carmen Becker (KLAUSUR)  
Gruppe

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.~

Literatur

**Required Reading:**

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.~

LingF4

**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

Bemerkung zur Gruppe Pascal Hohaus

**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**

*Required Reading* – Bauer, Laurie. 2003. *Introducing Linguistic Morphology*. 2nd (Rev.) Edition. Georgetown: Georgetown University Press.

## 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.~  
LingF4

**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

Bemerkung zur Gruppe Pascal Hohaus

**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

*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.

## 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.~  
LingF4

**Literatur** *Required Reading*:

Ortega, Lourdes. 2009. *Understanding Second Language Acquisition*. Oxon, New York: Routledge. (Edition 2013)

## Focus Module (AmerF4 oder BritF4 oder LingF4)

### "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* – bettinassoller@hotmail.com

**Literatur** AmerF4  
*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

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** LingF4  
**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

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 20<sup>th</sup> 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.~

BritF4

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:

*The Bible: Authorized King James Version* . Eds. Robert Carroll and Stephen Prickett. Oxford World's Classics, Oxford: Oxford University Press, 2008.

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

## Morphology

Seminar, SWS: 2  
Hohaus, Pascal

Do wöchentl. 12:00 - 14:00 16.10.2014 - 31.01.2015 1502 - 613  
Bemerkung zur Gruppe Pascal Hohaus

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 **Required Reading** – Bauer, Laurie. 2003. *Introducing Linguistic Morphology*. 2nd (Rev.) Edition. Georgetown: Georgetown University Press.

## Phraseology

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

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 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.~

LingF4

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

### Remembering the Vietnam War

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

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 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'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** *Assessment Tasks* – will be specified ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – AmerBritF1 ● *Further Information* – svenja.fehlhaber@engsem.~

AmerF4

**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

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

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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.~  
*LingF4*

**Literatur** *Required Reading:*  
Ortega, Lourdes. 2009. *Understanding Second Language Acquisition*. Oxon, New York: Routledge. (Edition 2013)

### Television Studies

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

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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 ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – AmerBritF1 ● *Further Information* – florian.gross@engsem.~

AmerF4

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

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

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

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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

*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

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:

Grünkemeier, Ellen & Henning Marquardt, eds. *South African Short Stories in English*. Düsseldorf: Edition Oberkassel, 2014.

**Recommended Reading:**

Attwell, David & Derek Attridge, eds. *The Cambridge History of South African Literature*. Cambridge: Cambridge University Press, 2012.

Chapman, Michael. *Southern African Literatures*. 2nd ed. Pietermaritzburg: University of Natal Press, 2003.

## 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

AmerA, AAS1, AAS3

*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 FÜBA and MEd students, none for all others ● *Further Information* – ruth.mayer@engsem.uni-hannover.de.

AmerA; AAS2; AAS4

**Literatur**

*Required Reading:*

Stoker, Bram. *Dracula* (Norton Critical Editions). Ed. David J. Skal, Nina Auerbach. New York: Norton, 1997. ISBN 978-0393970128

*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 Charlotte Milisch  
Gruppe

**Kommentar** Als öffentliches Live-Programm an der Leibniz Universität Hannover konfrontiert der Literarische Salon seine Macher mit der zentralen Anforderung eines Kulturberufes: Wie stellt man ein kulturelles Geschehen her, das Anklang findet? Die Voraussetzungen dafür sind komplex: Sie reichen von der thematischen Konzeption, Planung und Vermittlung über die Beherrschung finanzieller, technischer und logistischer Arrangements bis hin zur kommunikativen Darstellung und Moderation.

Der Literarische Salon Hannover ist 1992 als studentische Initiative aus dem Deutschen Seminar der Leibniz Universität hervorgegangen. Jetzt geben die Salonmacher der ersten Stunde ihr Know-how an die heutigen Studierenden weiter. Im Seminar soll der Literarische Salon als Praxisfeld dienen, um zentrale Aspekte der Literaturvermittlung beispielhaft kennen zu lernen und eigene Fertigkeiten im Rahmen des laufenden Salonbetriebs praktisch zu erproben.

**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

Lewinski-Reuter, Verena und Lüddemann, Stefan (Hrsg.): *Glossar Kulturmanagement*. Wiesbaden, 2011

Reifsteck, Peter: Handbuch Lesungen und Literaturveranstaltungen. Konzeption, Organisation, Öffentlichkeitsarbeit. 2. Auflage. Reutlingen, 2000

## 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** 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-

**Literatur** BritA / AAS2, AAS3, AAS4  
**Required Purchase:**

Mary Shelley. *Frankenstein. 1818 Text*. Ed. Marilyn Butler. Oxford World's Classics. Oxford et. al.: Oxford University Press, 2008. Print. [Please use this text only as others differ drastically.]

Most other texts will be taken from Duncan Wu, ed. *Romanticism. An Anthology*. 4th ed. Blackwell Anthologies. New York: John Wiley & Sons, 2012. Print. There is no need to buy this rather expensive book. One copy will be in the *Seminarapparat* for this course in our library.

**Recommended Reading:**

Duncan Wu, ed. *A Companion to Romanticism*. Blackwell Companions to Literature and Culture 1. Oxford et al.: Blackwell, 2007. Print.

Christoph Reinfandt. *Englische Romantik. Eine Einführung*. Grundlagen der Anglistik und Amerikanistik 32. Berlin: Schmidt, 2008. Print.

### 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 ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 30 ● *Prerequisites* – Module Intermediate Literature and Culture ● *Further Information* – peter.bennett@engsem.~

BritA / AAS2, AAS4

**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** *Reader* – StudIP ● *Assessment Tasks* – will be specified in class ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 30 ● *Prerequisites* – Module Intermediate Literature and Culture ● *Further Information* – lucia.kraemer@engsem.~

BritA / AAS2, AAS4

**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:**

Jenkins, Henry. "Transmedia Storytelling 101". *Confessions of an Aca-Fan: The Official Weblog of Henry Jenkins*. 22 March 2007. Web. Phillips, Andrea. *A Creator's Guide to Transmedia Storytelling: How to Captivate and Engage Audiences Across Multiple Platforms*. New York et al: McGraw Hill, 2012. Print.

## Advanced Linguistics (LingA1/LingA2)

### 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, 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** *Registration* – StudIP 1.9.2014-30.9.2014 / *Prerequisites* – LingF1-LingF4 / *Further Information* - rainer.schulze@engsem.~

LingA1/LingA2; FAL1.1/FAL1.2

**Literatur** **Required Reading:**

Schmid, Hans-Jörg. 2011. *English Morphology and Word-formation*. 2<sup>nd</sup> ed. Berlin: Erich Schmidt Verlag. Please make sure that you grab your own copy as soon as possible and check StudIP for updates and additional information as the semester approaches.

## 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

Di Einzel 18:00 - 20:00 13.01.2015 - 13.01.2015 1502 - 103

**Kommentar** Linguistik ist weitaus mehr als grammatische Analyse... LinguA<sup>3</sup> vermittelt interdisziplinär Einblicke in linguistische Anwendungsgebiete aus Spitzenforschung und Praxis. Pro Semester finden drei Gastvorträge internationaler WissenschaftlerInnen aus Germanistik, Anglistik und Romanistik statt, die von den SeminarteilnehmerInnen inhaltlich und organisatorisch vor- und nachbereitet werden. Die Themen sind bewusst vielseitig gewählt und sollen die fachliche Perspektive durch den „Blick über den Tellerrand“ erweitern. Die drei Vorträge im WS 14/15 finden jeweils dienstags von 18-20 Uhr statt. Der Besuch aller drei Gastvorträge ist verpflichtender Teil der Lehrveranstaltung und wird durch den Wegfall je einer Seminarsitzung kompensiert. Termine der Gastvorträge im Wintersemester sind der 18.11.2014, 09.12.2014 und 13.01.2015.

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

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

**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

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

+SaSo

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 ('Glaswasian') accent.

Bemerkung *Registration* - Sprechstunde Ulrike Altendorf / *Prerequisites* – LingF1-LingF4 / *Further Information* - Sprechstunde Ulrike Altendorf; [ulrike.altendorf@engsem.~](mailto: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 *Registration* – StudIP 1.9.2014-30.9.2014 / *Prerequisites* – LingF1-LingF4 / *Further Information* - [rainer.schulze@engsem.~](mailto:rainer.schulze@engsem.~)

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**

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

*Registration* – StudIP 1.9.2014-30.9.2014 / *Prerequisites* – LingF1-LingF4 / *Further Information* – meike.pfaff@engsem.~

**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.

Recommended Reading – Comrie, Bernard. 2008. *Tense*. Cambridge: CUP; Comrie, Bernard 1976. *Aspect*. Cambridge: CUP.

## 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** *Assessment Tasks* – SL: written tasks. PL: 90-min exam ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – SP1, SP2 + SP3 ● *Further Information* – darren.foster@engsem.~

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** *Assessment Tasks* – SL: two written tasks ● *Registration* – StudIP 1.10.2014 - 12.10.2014 ● *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 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 *Assessment Tasks* – SL: two written tasks ● *Registration* – StudIP 1.10.2014 - 12.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – SP1 + SP2 (or SPAWR + SPCS) ● *Further Information* – jill.schneller@engsem.~  
SP3

**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 *Assessment Tasks* – SL: two written tasks ● *Registration* – StudIP 1.10.2014 - 12.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – SP1 + SP2 (or SPAWR + SPCS) ● *Further Information* – jill.schneller@engsem.~  
SP3

**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 *Assessment Tasks* – SL: two written tasks ● *Registration* – StudIP 1.10.2014 - 12.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – SP1 + SP2 (or SPAWR + SPCS) ● *Further Information* – jill.schneller@engsem.~  
SP3

**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 *Assessment Tasks* – SL: two written tasks ● *Registration* – StudIP 1.10.2014 - 12.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – SP1 + SP2 (or SPAWR + SPCS) ● *Further Information* – peter.bennett@engsem.~  
SP3

**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	<p>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'?</p> <p>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.</p> <p>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.</p>
Bemerkung	<p>SPE:</p> <p><i>Assessment Tasks</i> – SL: will be specified in class; PL: 90-min exam ● <i>Registration</i> – StudIP 1.9.2014 - 30.9.2014 ● <i>Size restriction</i> – 25 ● <i>Prerequisites</i> – SP1 + SP2 (or SPAWR + SPCS) ● <i>Further Information</i> – darren.foster@engsem.~</p> <p>SK:</p> <p>This course counts for EITHER Bereich A "Sprach-, Medien und Darstellungskompetenzen" OR Bereich B "Allgemeine Kompetenzen zur Förderung der Berufsbefähigung".</p> <p><i>Assessment Tasks</i> – SL: various written and oral tasks ● <i>Registration</i> – StudIP 1.9.2014 - 31.9.2014 ● <i>Size restriction</i> – 25 ● <i>Prerequisites</i> – none ● <i>Further Information</i> – darren.foster@engsem.~</p> <p>SPE/SK</p>

### 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	<p>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.</p>
Bemerkung	<p>SPE:</p> <p><i>Assessment Tasks</i> – SL: various written and oral tasks; PL: 90-min exam ● <i>Registration</i> – StudIP 1.9.2014 - 30.9.2014 ● <i>Size restriction</i> – 25 ● <i>Prerequisites</i> – SPAWR + SPCS ● <i>Further Information</i> – peter.bennett@engsem.~</p> <p>SK:</p> <p>This course counts for EITHER Bereich A "Sprach-, Medien und Darstellungskompetenzen" OR Bereich B "Allgemeine Kompetenzen zur Förderung der Berufsbefähigung".</p> <p><i>Assessment Tasks</i> – SL: various written and oral tasks ● <i>Registration</i> – StudIP 1.9.2014 - 31.9.2014 ● <i>Size restriction</i> – 25 ● <i>Prerequisites</i> – none ● <i>Further Information</i> – peter.bennett@engsem.~</p> <p>SPE / SK</p>

### 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:*

*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.~

SK:

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

*Assessment Tasks* – SL: various written and oral tasks ● *Registration* – StudIP 1.9.2014 - 31.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – none ● *Further Information* – peter.bennett@engsem.~

SPE/SK

## Bachelorarbeit

### Forschungskolloquium Anglistik

Kolloquium, SWS: 2  
Emig, Rainer

Mo 13.10.2014 - 31.01.2015

Bemerkung zur Siehe Aushang  
Gruppe

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

### 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 *Registration* – StudIP 01.9.2014 - 30.9.2014 ● *Prerequisites* – None ● *Further Information* – carmen.becker@engsem.~

## Bachelor Technical Education - Fach Englisch

### Basics Linguistics (LingF1/LingF2/LingF4)

#### Introduction to Linguistics I

Seminar, 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.

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 LingF1  
*Required Reading:*

Herbst, Thomas. 2010. *English Linguistics* . Berlin/New York: Walter de Gruyter.

### Introduction to Linguistics I

Seminar, SWS: 2  
Hohaus, Pascal

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

Bemerkung zur Pascal Hohaus  
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.

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

Literatur LingF1  
*Required Reading:*

Herbst, Thomas. 2010. *English Linguistics* . Berlin/New York: Walter de Gruyter.

### Introduction to Linguistics I

Seminar, SWS: 2  
Hohaus, Pascal

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

Bemerkung zur Pascal Hohaus  
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** LingF1  
*Required Reading:*

Herbst, Thomas. 2010. *English Linguistics*. Berlin/New York: Walter de Gruyter.

## 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** LingF4  
**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

**Bemerkung zur Gruppe** Pascal Hohaus

**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** *Required Reading* – Bauer, Laurie. 2003. *Introducing Linguistic Morphology*. 2nd (Rev.) Edition. Georgetown: Georgetown University Press.

## 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.~

LingF4

**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** 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.

### 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.~  
*LingF4*

Literatur *Required Reading:*  
Ortega, Lourdes. 2009. *Understanding Second Language Acquisition*. Oxon, New York: Routledge. (Edition 2013)

## 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.~

AcadF

Literatur *Recommended Reading:*

Bitchener, John. 2010. *Writing an Applied Linguistics Thesis or Dissertation. A Guide to Presenting Empirical Research*. Basingstoke: Palgrave Macmillan.

or

Humphrey, Richard, Ansgar Nünning and Simon Cooke. 2007. *Essential Study Skills for Bachelor/Master in English and American Studies*. Stuttgart: Klett.

or

Mautner, Gerlinde. 2011. *Wissenschaftliches Englisch. Stilsicher Schreiben in Studium und Wissenschaft*. Konstanz: UVK Verlagsgesellschaft.

or

Siepmann, Dirk. 2012. *Wissenschaftliche Text auf Englisch Schreiben. Leitfaden für die Praxis*. Stuttgart: Klett.

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** *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.~

AcadF

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

Richard Humphrey, Ansgar Nünning and Simon Cooke. *Essential Study Skills for Bachelor/Master in English and American Studies*. Uni-Wissen Anglistik/Amerikanistik. Stuttgart: Klett, 2007. Print.

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.~

AmerBritF1

**Literatur** **Required Reading:**

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2004.

### 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** AmerBritF1  
**Required Purchase:**

Meyer, Michael. *English and American Literatures*. 4th ed. UTB Basics. Tübingen: Francke, 2011. Print.

### 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 Verena Jain-Warden  
Gruppe

**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** AmerBritF1  
**Required Reading:**

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2004.

### 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 ● *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** DidF2  
**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# *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

DidF2

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

Fellmann, Gabriela. (2006). Interkulturelles Lernen sichtbar machen. Lernertagebücher. *PRAXIS Fremdsprachenunterricht* 5, 26-33.

Frederking, Volker. (Hrsg.). (2008). *Schwer messbare Kompetenzen: Herausforderungen für die empirische Fachdidaktik*. Baltmannsweiler: Schneider Verlag Hohengehren.

Grau, Maike. (2001). *Arbeitsfeld Begegnung. Eine Studie zur grenzüberschreitenden Lehrertätigkeit in europäischen Schulprojekten*. Tübingen: Narr.

Hu, Adelheid & Michael Byram. (Hrsg.). (2009). *Interkulturelle Kompetenz und fremdsprachliches Lernen. Modelle, Empirie, Evaluation*. Tübingen: Narr.

### 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.

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.~

DidF1

**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

**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 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.

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 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** *Reader* – Material on StudIP from 6 October ● *Assessment Tasks* – See course programme ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 20 ● *Prerequisites* – DidF ● *Further Information* – EMAIL gabriele.blell@engsem.~

DidF2

**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** *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.~  
 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** *Assessment Tasks* – SL: regular homework tasks ● *Registration* – Stud.IP 1.10.2014 - 16.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – none ● *Further Information* – darren.foster@engsem.~  
 SP1

### 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 *Assessment Tasks* – SL: regular homework tasks ● *Registration* – Stud.IP 1.10.2014 - 16.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – none ● *Further Information* – darren.foster@engsem.~  
SP1

### 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 *Assessment Tasks* – SL: regular homework tasks ● *Registration* – Stud.IP 1.10.2014 - 16.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – none ● *Further Information* – darren.foster@engsem.~  
SP1

### Vocabulary and Pronunciation (Gruppe 4)

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 *Assessment Tasks* – SL: regular homework tasks ● *Registration* – Stud.IP 1.10.2014 - 16.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – none ● *Further Information* – darren.foster@engsem.~  
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 *Assessment Tasks* – SL: regular homework tasks ● *Registration* – Stud.IP 1.10.2014 - 16.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – none ● *Further Information* – darren.foster@engsem.~  
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 18<sup>th</sup> century and the 18<sup>th</sup> century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.

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

**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**

BritF2.1

**Recommended Purchase :**

John Oakland. *British Civilization: An Introduction*. 7<sup>th</sup> ed. London: Taylor & Francis, 2010. Print.

Paul Poplawski, ed. *English Literature in Context*. Cambridge: Cambridge UP, 2007. Print.

## 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.~

**Literatur**

AmerF2.1

*Reader* – course material on StudIP

*Recommended Reading*

For general reference I recommend buying the *Amerikanische Literaturgeschichte*, ed. Hubert Zapf (revised edition, Stuttgart: Metzler, 2004) and *The Enduring Vision. A History*

of the American People (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2005). Both are standard textbooks.

## 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* – bettinassoller@hotmail.com

AmerF4

**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** *Assessment Tasks* – will be specified ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – AmerBritF1 ● *Further Information* – svenja.fehlhaber@engsem.~

Literatur AmerF4  
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 ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – AmerBritF1 ● *Further Information* – florian.gross@engsem.~

AmerF4

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 ● *Registration* – StudIP: 01.09.2014-30.09.2014 ● *Size restriction* – 40 ● *Prerequisites* – AmerBritF1 ● *Further Information* – lucia.kraemer@engsem.~

Literatur **Recommended Reading:**

Barry, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. 3rd ed. Manchester: Manchester University Press 2009 (1st ed. 1995).

Berensmeyer, Ingo. *Literary Theory. An Introduction to Approaches, Methods and Terms*. Stuttgart: Klett 2009. [UNI-WISSEN]. Print.

**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.~

AmerBritF3

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

Barry, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. 3rd ed. Manchester: Manchester University Press 2009 (1st ed. 1995).

Berensmeyer, Ingo. *Literary Theory. An Introduction to Approaches, Methods and Terms*. Stuttgart: Klett 2009. [UNI-WISSEN]. Print.

**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

AmerBritF3

**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 Verena Jain-Warden  
Gruppe

Kommentar	<p>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 <i>Welcome to Our Hillbrow</i> (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.</p> <p>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.</p>
Bemerkung	<p><i>Assessment Tasks</i> – will be specified in class ● <i>Registration</i> – StudIP 1.9.2014 - 30.9.2014 ● <i>Size restriction</i> – 25 ● <i>Prerequisites</i> – AmerBritF1 ● <i>Further Information</i> – verena.warden@uni-bonn.de</p>
Literatur	<p>BritF4</p> <p><b>Required Reading:</b></p> <p>Students should get hold of the following texts – any edition will do:</p> <p>Fugard, Athol: "The Island" (1973) and "Sizwe Bansi is Dead" (1972) (e.g. in the collections <i>Township Plays</i> or <i>Statements: Three Plays</i>)</p> <p>Mpe, Phaswane. <i>Welcome to Our Hillbrow</i> (2001)</p> <p>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:</p> <p>Grünkemeier, Ellen &amp; Henning Marquardt, eds. <i>South African Short Stories in English</i>. Düsseldorf: Edition Oberkassel, 2014.</p> <p><b>Recommended Reading:</b></p> <p>Attwell, David &amp; Derek Attridge, eds. <i>The Cambridge History of South African Literature</i>. Cambridge: Cambridge University Press, 2012.</p> <p>Chapman, Michael. <i>Southern African Literatures</i>. 2nd ed. Pietermaritzburg: University of Natal Press, 2003.</p>

## 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 wöchentl. 10:00 - 12:00 17.10.2014 - 31.01.2015 1502 - 609

Kommentar	<p>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'?</p> <p>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.</p> <p>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,</p>
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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

SPE:

*Assessment Tasks* – SL: will be specified in class; PL: 90-min exam ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – SP1 + SP2 (or SPAWR + SPCS) ● *Further Information* – darren.foster@engsem.~

SK:

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

*Assessment Tasks* – SL: various written and oral tasks ● *Registration* – StudIP 1.9.2014 - 31.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – none ● *Further Information* – darren.foster@engsem.~

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

SPE:

*Assessment Tasks* – SL: various written and oral tasks; PL: 90-min exam ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – SPAWR + SPCS ● *Further Information* – peter.bennett@engsem.~

SK:

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

*Assessment Tasks* – SL: various written and oral tasks ● *Registration* – StudIP 1.9.2014 - 31.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – none ● *Further Information* – peter.bennett@engsem.~

SPE / SK

### 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.~

Bemerkung SKET

### 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:

*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.~

SK:

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

*Assessment Tasks* – SL: various written and oral tasks ● *Registration* – StudIP 1.9.2014 - 31.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – none ● *Further Information* – peter.bennett@engsem.~

SPE/SK

## Masterstudiengang Lehramt Gymnasium - Fach Englisch

### Intermediate and Advanced Linguistics (LingF3/LingA1/LingA2): nur Zweitfach 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, 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 *Registration* – StudIP 1.9.2014-30.9.2014 / *Prerequisites* – LingF1-LingF4 / *Further Information* - rainer.schulze@engsem.~

LingA1/LingA2; FAL1.1/FAL1.2

Literatur *Required Reading:*

Schmid, Hans-Jörg. 2011. *English Morphology and Word-formation*. 2<sup>nd</sup> ed. Berlin: Erich Schmidt Verlag. Please make sure that you grab your own copy as soon as possible and check StudIP for updates and additional information as the semester approaches.

## English Sentences

Vorlesung, SWS: 2  
Schulze, Rainer

Mo wöchentl. 10:00 - 12:00 13.10.2014 - 31.01.2015 1502 - 003

Mo Einzel 10:00 - 12:00 26.01.2015 - 26.01.2015 1502 - 709

Bemerkung zur Ausweichraum Seminar Dr. Carmen Becker (KLAUSUR)

Gruppe

**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.~

**Literatur** *Required Reading:*

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.

## 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

Di Einzel 18:00 - 20:00 13.01.2015 - 13.01.2015 1502 - 103

**Kommentar** Linguistik ist weitaus mehr als grammatische Analyse... LinguA<sup>3</sup> vermittelt interdisziplinär Einblicke in linguistische Anwendungsgebiete aus Spitzenforschung und Praxis. Pro Semester finden drei Gastvorträge internationaler WissenschaftlerInnen aus Germanistik, Anglistik und Romanistik statt, die von den SeminarteilnehmerInnen inhaltlich und organisatorisch vor- und nachbereitet werden. Die Themen sind bewusst vielseitig gewählt und sollen die fachliche Perspektive durch den „Blick über den Tellerrand“ erweitern. Die drei Vorträge im WS 14/15 finden jeweils dienstags von 18-20 Uhr statt. Der Besuch aller drei Gastvorträge ist verpflichtender Teil der Lehrveranstaltung und wird durch den Wegfall je einer Seminarsitzung kompensiert. Termine der Gastvorträge im Wintersemester sind der 18.11.2014, 09.12.2014 und 13.01.2015.  
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* – StudIP1.9.2014-30.9.2014 / *Size restriction* – 25 / *Prerequisites* – LingF1-F4 / *Further**Information* - caroline.gerckens@engsem.~

## 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

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

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.

## Readings in English Syntax

Seminar, SWS: 2

Hohaus, Pascal

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

Bemerkung zur Gruppe  
Pascal Hohaus

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

*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

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  
+SaSo

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 ('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 *Registration* – StudIP 1.9.2014-30.9.2014 / *Prerequisites* – LingF1-LingF4 / *Further Information* - rainer.schulze@engsem.~

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

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

*Registration* – StudIP 1.9.2014-30.9.2014 / *Prerequisites* – LingF1-LingF4 / *Further Information* – meike.pfaff@engsem.~

**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.

Recommended Reading – Comrie, Bernard. 2008. *Tense*. Cambridge: CUP; Comrie, Bernard 1976. *Aspect*. Cambridge: CUP.

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

#### "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* – bettinassoller@hotmail.com

AmerF4

**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

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.~

LingF4

**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

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 20<sup>th</sup> 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.~

BritF4

**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:

*The Bible: Authorized King James Version* . Eds. Robert Carroll and Stephen Prickett. Oxford World's Classics, Oxford: Oxford University Press, 2008.

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

### Morphology

Seminar, SWS: 2

Hohaus, Pascal

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

Bemerkung zur Gruppe  
Pascal Hohaus

**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** *Required Reading* – Bauer, Laurie. 2003. *Introducing Linguistic Morphology*. 2nd (Rev.) Edition. Georgetown: Georgetown University Press.

### 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.~

LingF4

**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'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**      *Assessment Tasks* – will be specified ● *Registration* – StudIP 1.9.2014 - 30.9.2014  
● *Size restriction* – 25 ● *Prerequisites* – AmerBritF1 ● *Further Information* –  
svenja.fehlhaber@engsem.~

**Literatur**      AmerF4  
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.~

*LingF4*

**Literatur**      *Required Reading:*

Ortega, Lourdes. 2009. *Understanding Second Language Acquisition*. Oxon, New York: Routledge. (Edition 2013)

## 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 ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – AmerBritF1 ● *Further Information* – florian.gross@engsem.~

AmerF4

**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

Bemerkung zur Verena Jain-Warden  
Gruppe

**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

**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:

Grünkemeier, Ellen & Henning Marquardt, eds. *South African Short Stories in English*. Düsseldorf: Edition Oberkassel, 2014.

**Recommended Reading:**

Attwell, David & Derek Attridge, eds. *The Cambridge History of South African Literature*. Cambridge: Cambridge University Press, 2012.

Chapman, Michael. *Southern African Literatures*. 2nd ed. Pietermaritzburg: University of Natal Press, 2003.

### Advanced Studies (LingA/LingA2 oder AmerA/BritA): Erst- und Zweitfach 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.~

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

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

LingA1/LingA2; FAL1.1/FAL1.2

**Literatur** *Required Reading:*

Schmid, Hans-Jörg. 2011. *English Morphology and Word-formation*. 2<sup>nd</sup> ed. Berlin: Erich Schmidt Verlag. Please make sure that you grab your own copy as soon as possible and check StudIP for updates and additional information as the semester approaches.

### 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

Di Einzel Kommentar	18:00 - 20:00 13.01.2015 - 13.01.2015 1502 - 103
	<p>Linguistik ist weitaus mehr als grammatische Analyse... LinguA<sup>3</sup> vermittelt interdisziplinär Einblicke in linguistische Anwendungsgebiete aus Spitzenforschung und Praxis. Pro Semester finden drei Gastvorträge internationaler WissenschaftlerInnen aus Germanistik, Anglistik und Romanistik statt, die von den SeminarteilnehmerInnen inhaltlich und organisatorisch vor- und nachbereitet werden. Die Themen sind bewusst vielseitig gewählt und sollen die fachliche Perspektive durch den „Blick über den Tellerrand“ erweitern. Die drei Vorträge im WS 14/15 finden jeweils dienstags von 18-20 Uhr statt. Der Besuch aller drei Gastvorträge ist verpflichtender Teil der Lehrveranstaltung und wird durch den Wegfall je einer Seminarsitzung kompensiert. Termine der Gastvorträge im Wintersemester sind der 18.11.2014, 09.12.2014 und 13.01.2015.</p> <p>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.</p> <p>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!</p> <p>Studierende des Englischen Seminars können in dieser Veranstaltung keine Prüfungsleistung ablegen, wohl aber eine Studienleistung.</p>
Bemerkung Literatur	<p>Teilnehmerzahl: 12 je Fach, Anmeldung über Stud.IP.</p> <p><i>Required Reading:</i> will be discussed in class.</p> <p><i>Assessment Tasks</i> – will be discussed in class / <i>Registration</i> – StudIP 1.9.2014-30.9.2014 / <i>Size restriction</i> – 25 / <i>Prerequisites</i> – LingF1-F4 / <i>Further Information</i> - caroline.gerckens@engsem.~</p>

### Neo-Firthian Linguistics

Seminar, SWS: 2  
Schulze, Rainer

Mo wöchentl. Mo Einzel Kommentar	16:00 - 18:00 13.10.2014 - 31.01.2015 1502 - 703 16:00 - 18:00 20.10.2014 - 20.10.2014 1502 - 609
	<p>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.</p>
Bemerkung	<p><i>Registration</i> – StudIP 1.9.2014-30.9.2014 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> - rainer.schulze@engsem.~</p>
Literatur	<p>LingA1/LingA2; FAL2.1/FAL2.2</p> <p><i>Required Reading:</i></p> <p>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.</p>

### 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 ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 30 ● *Prerequisites* – Module Intermediate Literature and Culture ● *Further Information* – peter.bennett@engsem.~

BritA / AAS2, AAS4

**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

Block 08:00 - 18:00 18.10.2014 - 19.10.2014 1502 - 703  
+SaSo

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 ('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

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 Seminar, SWS: 2  
Schulze, Rainer
 

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

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

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 Seminar, SWS: 2  
Pfaff, Meike
 

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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

*Registration* – StudIP 1.9.2014-30.9.2014 / *Prerequisites* – LingF1-LingF4 / *Further Information* – meike.pfaff@engsem.~

**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.

*Recommended Reading* – Comrie, Bernard. 2008. *Tense*. Cambridge: CUP; Comrie, Bernard 1976. *Aspect*. Cambridge: CUP.

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

#### Cultures of Capitalism

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

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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	<p><i>Assessment Tasks</i> – will be specified in class ● <i>Registration</i> – StudIP 1.9.2014 - 30.9.2014 ● <i>Size restriction</i> – 25 ● <i>Prerequisites</i> – AmerF4/BritF4 for Fu#BA and MEd students, none for all others ● <i>Further Information</i> – florian.gross@engsem.~</p> <p>AmerA, AAS1, AAS3</p>
Literatur	<p><i>Recommended Reading</i></p> <p>n/a</p>

## 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 FÜBA and MEd students, none for all others ● *Further Information* – ruth.mayer@engsem.uni-hannover.de.

**Literatur** AmerA; AAS2; AAS4  
*Required Reading:*  
Stoker, Bram. *Dracula* (Norton Critical Editions). Ed. David J. Skal, Nina Auerbach. New York: Norton, 1997. ISBN 978-0393970128  
*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

stellt man ein kulturelles Geschehen her, das Anklang findet? Die Voraussetzungen dafür sind komplex: Sie reichen von der thematischen Konzeption, Planung und Vermittlung über die Beherrschung finanzieller, technischer und logistischer Arrangements bis hin zur kommunikativen Darstellung und Moderation.

Der Literarische Salon Hannover ist 1992 als studentische Initiative aus dem Deutschen Seminar der Leibniz Universität hervorgegangen. Jetzt geben die Salonmacher der ersten Stunde ihr Know-how an die heutigen Studierenden weiter. Im Seminar soll der Literarische Salon als Praxisfeld dienen, um zentrale Aspekte der Literaturvermittlung beispielhaft kennen zu lernen und eigene Fertigkeiten im Rahmen des laufenden Salonbetriebs praktisch zu erproben.

Bemerkung  
Literatur

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

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

Lewinski-Reuter, Verena und Lüddemann, Stefan (Hrsg.): Glossar Kulturmanagement. Wiesbaden, 2011

Reifsteck, Peter: Handbuch Lesungen und Literaturveranstaltungen. Konzeption, Organisation, Öffentlichkeitsarbeit. 2. Auflage. Reutlingen, 2000

### 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

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**

**Required Purchase:**

Mary Shelley. *Frankenstein. 1818 Text*. Ed. Marilyn Butler. Oxford World's Classics. Oxford et. al.: Oxford University Press, 2008. Print. [Please use this text only as others differ drastically.]

Most other texts will be taken from Duncan Wu, ed. *Romanticism. An Anthology*. 4th ed. Blackwell Anthologies. New York: John Wiley & Sons, 2012. Print. There is no need to buy this rather expensive book. One copy will be in the *Seminarapparat* for this course in our library.

**Recommended Reading:**

Duncan Wu, ed. *A Companion to Romanticism*. Blackwell Companions to Literature and Culture 1. Oxford et al.: Blackwell, 2007. Print.

Christoph Reinfandt. *Englische Romantik. Eine Einführung*. Grundlagen der Anglistik und Amerikanistik 32. Berlin: Schmidt, 2008. Print.

### 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 ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 30 ● *Prerequisites* – Module Intermediate Literature and Culture ● *Further Information* – peter.bennett@engsem.~

BritA / AAS2, AAS4

**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	<p>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.</p> <p>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 <i>Sherlock</i> and (iii) the webseries <i>The Lizzie Bennet Diaries</i>, a modernisation of Jane Austen's <i>Pride and Prejudice</i>.</p>
Bemerkung	<p><i>Reader</i> – StudIP ● <i>Assessment Tasks</i> – will be specified in class ● <i>Registration</i> – StudIP 1.9.2014 - 30.9.2014 ● <i>Size restriction</i> – 30 ● <i>Prerequisites</i> – Module Intermediate Literature and Culture ● <i>Further Information</i> – lucia.kraemer@engsem.~</p> <p>BritA / AAS2, AAS4</p>
Literatur	<p><b>Required Reading/Watching:</b></p> <p>Austen, Jane. <i>Pride and Prejudice</i>. (1813) <i>The Lizzie Bennet Diaries</i> Rowling, J.K. <i>Harry Potter and the Philosopher's Stone</i>. (1997) <i>Sherlock</i> (BBC 2010-), 1x01, 1x03, 2x03, 3x01</p>

**Recommended Reading:**

Jenkins, Henry. "Transmedia Storytelling 101". *Confessions of an Aca-Fan: The Official Weblog of Henry Jenkins*. 22 March 2007. Web. Phillips, Andrea. *A Creator's Guide to Transmedia Storytelling: How to Captivate and Engage Audiences Across Multiple Platforms*. New York et al: McGraw Hill, 2012. Print.

## Advanced Methodology (DidA): Erst- und Zweitfach

### 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	<p>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.</p>
Bemerkung	<p><i>Reader</i> – Semesterapparat ● <i>Assessment Tasks</i> – participation/oral, contribution/project, mini-action research project, and paper ● <i>Registration</i> – StudIP 1.9.2014 - 30.9.2014 ● <i>Size restriction</i> – 25 ● <i>Prerequisites</i> – DidF1/2 ● <i>Further Information</i> – carmen.becker@engsem.~</p> <p>DidA1, DidA2</p>

## 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!!  
*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** DidA1, DidA2  
**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.

**Bemerkung** *Reader* – Materials on StudIP from 6 Oct ● *Assessment Tasks* – See course programme ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 30 ● *Prerequisites* – DidF ● *Further Information* – EMAIL gabriele.blell@engsem.~

**Literatur** DidA1, DidA2  
**Required Reading:**  
See course page on StudIP.

## Teaching English with Literature: Many Voices – Many Cultures

Seminar, SWS: 2, Max. Teilnehmer: 30

Blell, Gabriele

Di wöchentl. 14:00 - 16:00 14.10.2014 - 31.01.2015 1502 - 615

**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.

**Bemerkung** 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.  
**Reader** – Materials on StudIP from 6 October ● **Assessment Tasks** – See course programme ● **Registration** – StudIP 1.9.2014 - 30.9.2014 ● **Size restriction** – 30 ● **Prerequisites** – DidF ● **Further Information** – EMAIL gabriele.blell@engsem.-

DidA1, DidA2

**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

Mo 13.10.2014 - 31.01.2015

**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.

Es handelt sich um eine COMENIUS- und Medienprofil-Schule. U. a. werden Notebook-Klassen in allen Schulzweigen ab Jahrgang 7 angeboten. Die Klassen- und Fachräume sind entsprechend mit interaktiven Whiteboards ausgestattet.

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.

Die Plätze werden in der Reihenfolge der Anmeldung vergeben.

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

DidFP

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

Fachpraktikum, Max. Teilnehmer: 6  
Becker, Carmen

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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.
Bemerkung	Anmeldung für die betreuten Fachpraktika bei den jeweiligen Dozenten über StudIP <i>Registration</i> – StudIP 1.9.2014 - 30.9.2014 ● <i>Size restriction</i> – 2-6 ● <i>Prerequisites</i> – DidPA ● <i>Further Information</i> – carmen.becker@engsem~  DidFP

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

Fachpraktikum, Max. Teilnehmer: 6  
Fellmann, Gabriela

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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.
Bemerkung	Anmeldung für die betreuten Fachpraktika bei den jeweiligen Dozenten über StudIP <i>Registration</i> – StudIP 1.9.2014 - 30.9.2014 ● <i>Size restriction</i> – 2-6 ● <i>Prerequisites</i> – DidPA ● <i>Further Information</i> – FellmannG@aol.com  DidFP

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

Fachpraktikum, Max. Teilnehmer: 6  
Becker, Carmen

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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.
Bemerkung	Anmeldung für das unbetreute Praktikum bei Carmen Becker über StudIP <i>Registration</i> – StudIP 1.9.2014 - 30.9.2014 ● <i>Size restriction</i> – 2-6 ● <i>Prerequisites</i> – DidPA ● <i>Further Information</i> – carmen.becker@engsem~  DidFP

### Planung und Analyse von Englischunterricht

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

Fr wöchentl. 12:00 - 14:00 17.10.2014 - 31.01.2015 1502 - 615

Bemerkung zur Bierwirth  
Gruppe

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Kommentar	Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M. Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch.  Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Schwerpunkte bilden dabei u.A. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven bzw. Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe. Die Veranstaltung ist stufen- und schulartübergreifend angelegt.
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- Bemerkung *Reader* – ● *Assessment Tasks* – cf. Seminar plan ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – DidF, ASP ● *Furt her information* – ABierwirth@gmx.net
- DidPA
- Literatur **Recommended Reading:**
- Meyer, Hilbert: Unterrichtsmethoden, 2 Bände, Berlin: Cornelsen Scriptor 2001.
- Mindt, Dieter: Unterrichtsplanung Englisch für die Sekundarstufe I (Neubearbeitung). Stuttgart: Klett 1995.
- Niedersächsisches Kultusministerium (Hrsg.): Kerncurriculum für das Gymnasium Schuljahrgänge 5 – 10. Englisch. Hannover. 2006.
- Niedersächsisches Kultusministerium (Hrsg.): Kerncurriculum für das Gymnasium – gymnasiale Oberstufe. Englisch. Hannover. 2009.
- Thaler, Engelbert. (2009). *Method Guide* : kreative Methoden für den Literaturunterricht in den Klassen 7-12. Paderborn:
- Timm, Johannes-Peter. (Hrsg.): Englisch lernen und lehren. Didaktik des Englischunterrichts. Berlin: Cornelsen 1998.
- Ziegésar, Detlev von and Margaret von: Einführung von Grammatik im Englischunterricht: Materialien und Modelle. München: Oldenbourg 2001.

### 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

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

Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Schwerpunkte bilden dabei u.A. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven bzw. Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe. Die Veranstaltung ist stufen- und schulartübergreifend angelegt.

Bemerkung *Reader* – ● *Assessment Tasks* – cf. Seminar plan ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – DidF, ASP ● *Furt her information* – lisabloetz@yahoo.de

DidPA

Literatur **Recommended Reading:**

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

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

Niedersächsisches Kultusministerium (Hrsg.): Kerncurriculum für das Gymnasium Schuljahrgänge 5 – 10. Englisch. Hannover. 2006.

Niedersächsisches Kultusministerium (Hrsg.): Kerncurriculum für das Gymnasium – gymnasiale Oberstufe. Englisch. Hannover. 2009.

Thaler, Engelbert. (2009). *Method Guide* : kreative Methoden für den Literaturunterricht in den Klassen 7-12. Paderborn:

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

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

## Masterarbeit / Master Thesis: Erst- und Zweitfach

### Doktorandenkolloquium

Kolloquium, SWS: 2

Becker, Carmen | Rössler, Andrea

Mo 13.10.2014 - 31.01.2015

Bemerkung zur Auf Einladung  
Gruppe

**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

Bemerkung zur Auf Einladung  
Gruppe

**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

### Forschungskolloquium Anglistik

Kolloquium, SWS: 2

Emig, Rainer

Mo 13.10.2014 - 31.01.2015

Bemerkung zur Siehe Aushang  
Gruppe

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

### 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 Examenstseminar 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** *Registration* – StudIP 01.9.2014 - 30.9.2014 ● *Prerequisites* – None ● *Further Information* – carmen.becker@engsem.~

## Ergänzungsstudiengang Lehramt an Gymnasien - Fach Englisch

### 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.~

AcadF

**Literatur** *Recommended Reading:*

Bitchener, John. 2010. *Writing an Applied Linguistics Thesis or Dissertation. A Guide to Presenting Empirical Research*. Basingstoke: Palgrave Macmillan.

or

Humphrey, Richard, Ansgar Nünning and Simon Cooke. 2007. *Essential Study Skills for Bachelor/Master in English and American Studies*. Stuttgart: Klett.

or

Mautner, Gerlinde. 2011. *Wissenschaftliches Englisch. Stilsicher Schreiben in Studium und Wissenschaft*. Konstanz: UVK Verlagsgesellschaft.

or

Siepmann, Dirk. 2012. *Wissenschaftliche Text auf Englisch Schreiben. Leitfaden für die Praxis*. Stuttgart: Klett.

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** *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.~

AcadF

**Literatur** *Recommended Reading:*

Richard Humphrey, Ansgar Nünning and Simon Cooke. *Essential Study Skills for Bachelor/Master in English and American Studies*. Uni-Wissen Anglistik/Amerikanistik. Stuttgart: Klett, 2007. Print.

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;

**Literatur** AmerBritF1  
*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** AmerBritF1  
**Required Reading:**  
Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2004.

### 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** AmerBritF1  
**Required Purchase:**

Meyer, Michael. *English and American Literatures*. 4th ed. UTB Basics. Tübingen: Francke, 2011. Print.

## 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 Verena Jain-Warden

Gruppe

**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

AmerBritF1

**Literatur**

**Required Reading:**

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2004.

## Foundations Linguistics (LingF1/LingF2)

### Introduction to Linguistics I

Seminar, 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.

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.~

LingF1

**Literatur**

**Required Reading:**

Herbst, Thomas. 2010. *English Linguistics*. Berlin/New York: Walter de Gruyter.

### Introduction to Linguistics I

Seminar, SWS: 2

Hohaus, Pascal

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

Bemerkung zur Gruppe Pascal Hohaus

Kommentar	<p>"Language is mankind's greatest invention – except of course, that it was never invented." This is how Guy Deutscher opens his best-seller <i>The Unfolding of Language</i> . 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.</p> <p>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.</p>
Bemerkung	<p><i>Registration</i> – StudIP 1.10.2014-16.10.2014 (24 h) / <i>Prerequisites</i> – none / <i>Further Information</i> - p.hohaus@gmx.de</p>
Literatur	<p>LingF1 <i>Required Reading:</i> Herbst, Thomas. 2010. <i>English Linguistics</i> . Berlin/New York: Walter de Gruyter.</p>

### Introduction to Linguistics I

Seminar, SWS: 2  
Hohaus, Pascal

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

Bemerkung zur Gruppe Pascal Hohaus

Kommentar	<p>"Language is mankind's greatest invention – except of course, that it was never invented." This is how Guy Deutscher opens his best-seller <i>The Unfolding of Language</i> . 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.</p> <p>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.</p>
Bemerkung	<p><i>Registration</i> – StudIP 1.10.2014-16.10.2014 (24 h) / <i>Prerequisites</i> – none / <i>Further Information</i> - p.hohaus@gmx.de</p>
Literatur	<p>LingF1 <i>Required Reading:</i> Herbst, Thomas. 2010. <i>English Linguistics</i> . Berlin/New York: Walter de Gruyter.</p>

### 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 <i>Introduction to Linguistics</i> . 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  <i>Registration</i> – StudIP 1.9.2014-30.9.2014 / <i>Prerequisites</i> – none / <i>Further Information</i> – p.hohaus@gmx.de
Literatur	<i>Reader</i> – 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 <i>Studienseminar</i> are also welcome and the participation of the two groups should provide an opportunity for discussion of theoretical and practical aspects.
Bemerkung	<i>Assessment Tasks</i> – will be specified in class ● <i>Registration</i> – StudIP 1.9.2014 - 30.9.2014 ● <i>Size restriction</i> – around 25 (+ trainee teachers) ● <i>Prerequisites</i> – specific literature e.g. English schoolbooks for different subjects ● <i>Further Information</i> – celia.ball@engsem.~
Literatur	DidF2 <b>Required Reading:</b>  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	<i>Reader</i> – <i>Copyshop Stork beginning of term</i> ● <i>Assessment Tasks</i> – regular attendance; teaching material# <i>Registration</i> – StudIP 1.9.2014 - 30.9.2014 ● <i>Size restriction</i> – 25 ● <i>Prerequisites</i> – It is recommended that participants have successfully completed the Studienleistung(en) DidF1. Prerequisites for certificate will be specified in class ● <i>Further Information</i> – FellmannG@aol.com
Literatur	DidF2 <b>Recommended Reading:</b>

Fellmann, Gabriela. (2006). Interkulturelles Lernen sichtbar machen. Lernertagebücher. *PRAXIS Fremdsprachenunterricht* 5, 26-33.

Frederking, Volker. (Hrsg.). (2008). *Schwer messbare Kompetenzen: Herausforderungen für die empirische Fachdidaktik*. Baltmannsweiler: Schneider Verlag Hohengehren.

Grau, Maika. (2001). *Arbeitsfeld Begegnung. Eine Studie zur grenzüberschreitenden Lehrertätigkeit in europäischen Schulprojekten*. Tübingen: Narr.

Hu, Adelheid & Michael Byram. (Hrsg.). (2009). *Interkulturelle Kompetenz und fremdsprachliches Lernen. Modelle, Empirie, Evaluation*. Tübingen: Narr.

### 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.

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.~

DidF1

**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

**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

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

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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.

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

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

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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** *Reader* – Material on StudIP from 6 October ● *Assessment Tasks* – See course programme ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 20 ● *Prerequisites* – DidF ● *Further Information* – EMAIL gabriele.blell@engsem.~

DidF2

**Literatur** **Required Reading:**

See StudIP.

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

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

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

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- 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 *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.~
- 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 *Assessment Tasks* – SL: regular homework tasks ● *Registration* – Stud.IP 1.10.2014 - 16.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – none ● *Further Information* – darren.foster@engsem.~

SP1

### 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 *Assessment Tasks* – SL: regular homework tasks ● *Registration* – Stud.IP 1.10.2014 - 16.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – none ● *Further Information* – darren.foster@engsem.~

SP1

### 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 *Assessment Tasks* – SL: regular homework tasks ● *Registration* – Stud.IP 1.10.2014 - 16.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – none ● *Further Information* – darren.foster@engsem.~

SP1

### Vocabulary and Pronunciation (Gruppe 4)

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 *Assessment Tasks* – SL: regular homework tasks ● *Registration* – Stud.IP 1.10.2014 - 16.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – none ● *Further Information* – darren.foster@engsem.~  
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 *Assessment Tasks* – SL: regular homework tasks ● *Registration* – Stud.IP 1.10.2014 - 16.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – none ● *Further Information* – darren.foster@engsem.~  
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 18<sup>th</sup> century and the 18<sup>th</sup> century to the present. The lectures will not only provide historical and cultural facts, but will also question them from the perspectives of theories of Cultural Studies.

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

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 :**

John Oakland. *British Civilization: An Introduction* . 7<sup>th</sup> ed. London: Taylor & Francis, 2010. Print.

Paul Poplawski, ed. *English Literature in Context* . Cambridge: Cambridge UP, 2007. Print.

## 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*

For general reference I recommend buying the *Amerikanische Literaturgeschichte* , ed. Hubert Zapf (revised edition, Stuttgart: Metzler, 2004) and *The Enduring Vision. A History of the American People* (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2005). Both are standard textbooks.

## 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* – bettinassoller@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 20<sup>th</sup> 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.~

BritF4

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:

*The Bible: Authorized King James Version* . Eds. Robert Carroll and Stephen Prickett. Oxford World's Classics, Oxford: Oxford University Press, 2008.

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'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 *Assessment Tasks* – will be specified ● *Registration* – StudIP 1.9.2014 - 30.9.2014  
● *Size restriction* – 25 ● *Prerequisites* – AmerBritF1 ● *Further Information* – svenja.fehlhaber@engsem.~

AmerF4

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 ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – AmerBritF1 ● *Further Information* – florian.gross@engsem.~

AmerF4

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 ● *Registration – StudIP:*

01.09.2014-30.09.2014 ● *Size restriction* – 40 ● *Prerequisites* – AmerBritF1 ● *Further Information* – lucia.kraemer@engsem.~

Literatur

**Recommended Reading:**

Barry, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. 3rd ed. Manchester: Manchester University Press 2009 (1st ed. 1995).

Berensmeyer, Ingo. *Literary Theory. An Introduction to Approaches, Methods and Terms*. Stuttgart: Klett 2009. [UNI-WISSEN]. Print.

### 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

AmerBritF3

**Recommended Reading:**

Barry, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. 3rd ed. Manchester: Manchester University Press 2009 (1st ed. 1995).

Berensmeyer, Ingo. *Literary Theory. An Introduction to Approaches, Methods and Terms*. Stuttgart: Klett 2009. [UNI-WISSEN]. Print.

### 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

Verena Jain-Warden

Gruppe

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** 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:

Grünkemeier, Ellen & Henning Marquardt, eds. *South African Short Stories in English*. Düsseldorf: Edition Oberkassel, 2014.

**Recommended Reading:**

Attwell, David & Derek Attridge, eds. *The Cambridge History of South African Literature*. Cambridge: Cambridge University Press, 2012.

Chapman, Michael. *Southern African Literatures*. 2nd ed. Pietermaritzburg: University of Natal Press, 2003.

## Intermediate Linguistics (LingF3/LingF4)

### English Sentences

Vorlesung, SWS: 2  
Schulze, Rainer

Mo wöchentl. 10:00 - 12:00 13.10.2014 - 31.01.2015 1502 - 003

Mo Einzel 10:00 - 12:00 26.01.2015 - 26.01.2015 1502 - 709

Bemerkung zur Ausweichraum Seminar Dr. Carmen Becker (KLAUSUR)

Gruppe

**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.~

**Literatur** **Required Reading:**

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.~

LingF4

**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

Bemerkung zur Gruppe  
Pascal Hohaus

**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**

*Required Reading* – Bauer, Laurie. 2003. *Introducing Linguistic Morphology*. 2nd (Rev.) Edition. Georgetown: Georgetown University Press.

## 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	<p><i>Barking up the wrong tree</i>, <i>heavy rain</i>, <i>to make a claim</i> or <i>to drop out</i>. 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.</p> <p>During this seminar, we will look at the different approaches to phraseology and try to "disentangle the phraseological web" (Granger &amp; 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.</p>
Bemerkung	<p><i>Registration</i> – StudIP 22.9.2014-06.10.2014 / <i>Size restriction</i> – 30 / <i>Prerequisites</i> – LingF1 and LingF2 / <i>Further Information</i> - caroline.gerckens@engsem.~</p> <p>LingF4</p>
Literatur	<p><i>Reader</i>: – an electronic reader containing the texts discussed in class will be available from StudIP.</p>

### Readings in English Syntax

Seminar, SWS: 2  
Hohaus, Pascal

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

Bemerkung zur Gruppe  
Pascal Hohaus

Kommentar	<p>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 <i>English Sentences</i>. 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 <i>English Sentences</i> lecture from a new angle, demonstrating the significance of a range of terms and concepts in English syntax that students might not otherwise consider.</p>
Bemerkung	<p>LingF3 / FAL1.1, FAL1.2</p> <p><i>Registration</i> – StudIP 1.9.2014-30.9.2014 / <i>Prerequisites</i> – LingF1 and LingF2 / <i>Further Information</i> – p.hohaus@gmx.de</p>
Literatur	<p><i>Reader</i> – course material will be provided in class or on Stud.IP. Please check StudIP for updates and additional information as the semester approaches.</p>

### 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	<p>"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 <i>Prüfungsleistung</i> will consist of a term paper. More information will be given later.</p>
Bemerkung	<p><i>Registration</i> – StudIP 22.9.2014-06.10.2014 / <i>Size restriction</i> – 30 / <i>Prerequisites</i> – LingF1 and LingF2 / <i>Further Information</i> - caroline.gerckens@engsem.~</p>

## LingF4

## Literatur

*Required Reading:*

Ortega, Lourdes. 2009. *Understanding Second Language Acquisition*. Oxon, New York: Routledge. (Edition 2013)

## 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.~

AmerA, AAS1, AAS3

**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 FÜBA and MEd students, none for all others ● *Further Information* – ruth.mayer@engsem.uni-hannover.de.

Literatur AmerA; AAS2; AAS4  
*Required Reading:*

Stoker, Bram. *Dracula* (Norton Critical Editions). Ed. David J. Skal, Nina Auerbach. New York: Norton, 1997. ISBN 978-0393970128

*Reader – StudIP*

### Forschungskolloquium Anglistik

Kolloquium, SWS: 2  
Emig, Rainer

Mo 13.10.2014 - 31.01.2015

Bemerkung zur Siehe Aushang  
Gruppe

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.

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

AmerA; AAS1; AAS2; AAS4

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~

BritA / AAS2, AAS3, AAS4

**Literatur**

**Required Purchase:**

Mary Shelley. *Frankenstein. 1818 Text*. Ed. Marilyn Butler. Oxford World's Classics. Oxford et. al.: Oxford University Press, 2008. Print. [Please use this text only as others differ drastically.]

Most other texts will be taken from Duncan Wu, ed. *Romanticism. An Anthology*. 4th ed. Blackwell Anthologies. New York: John Wiley & Sons, 2012. Print. There is no need to buy this rather expensive book. One copy will be in the *Seminarapparat* for this course in our library.

**Recommended Reading:**

Duncan Wu, ed. *A Companion to Romanticism*. Blackwell Companions to Literature and Culture 1. Oxford et al.: Blackwell, 2007. Print.

Christoph Reinfandt. *Englische Romantik. Eine Einführung*. Grundlagen der Anglistik und Amerikanistik 32. Berlin: Schmidt, 2008. Print.

### 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 ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 30 ● *Prerequisites* – Module Intermediate Literature and Culture ● *Further Information* – peter.bennett@engsem.~

BritA / AAS2, AAS4

**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** *Reader* – StudIP ● *Assessment Tasks* – will be specified in class ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 30 ● *Prerequisites* – Module Intermediate Literature and Culture ● *Further Information* – lucia.kraemer@engsem.~

BritA / AAS2, AAS4

**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:**

Jenkins, Henry. "Transmedia Storytelling 101". *Confessions of an Aca-Fan: The Official Weblog of Henry Jenkins*. 22 March 2007. Web. Phillips, Andrea. *A Creator's Guide to Transmedia Storytelling: How to Captivate and Engage Audiences Across Multiple Platforms*. New York et al: McGraw Hill, 2012. Print.

## Advanced Linguistics (LingA1/LingA2)

### 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, 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** *Registration* – StudIP 1.9.2014-30.9.2014 / *Prerequisites* – LingF1-LingF4 / *Further Information* - rainer.schulze@engsem.~

LingA1/LingA2; FAL1.1/FAL1.2

**Literatur** *Required Reading:*

Schmid, Hans-Jörg. 2011. *English Morphology and Word-formation*. 2<sup>nd</sup> ed. Berlin: Erich Schmidt Verlag. Please make sure that you grab your own copy as soon as possible and check StudIP for updates and additional information as the semester approaches.

## 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
Di	Einzel	18:00 - 20:00	13.01.2015 - 13.01.2015	1502 - 103

**Kommentar** Linguistik ist weitaus mehr als grammatische Analyse... LinguA<sup>3</sup> vermittelt interdisziplinär Einblicke in linguistische Anwendungsgebiete aus Spitzenforschung und Praxis. Pro Semester finden drei Gastvorträge internationaler WissenschaftlerInnen aus Germanistik, Anglistik und Romanistik statt, die von den SeminarteilnehmerInnen inhaltlich und organisatorisch vor- und nachbereitet werden. Die Themen sind bewusst vielseitig gewählt und sollen die fachliche Perspektive durch den „Blick über den Tellerrand“ erweitern. Die drei Vorträge im WS 14/15 finden jeweils dienstags von 18-20 Uhr statt. Der Besuch aller drei Gastvorträge ist verpflichtender Teil der Lehrveranstaltung und wird durch den Wegfall je einer Seminarsitzung kompensiert. Termine der Gastvorträge im Wintersemester sind der 18.11.2014, 09.12.2014 und 13.01.2015.

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!

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

**Literatur** 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.~

## 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 *Registration* – StudIP 1.9.2014-30.9.2014 / *Prerequisites* – LingF1-LingF4 / *Further Information* - rainer.schulze@engsem.~

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

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
	+SaSo			
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 ('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
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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** *Registration* – StudIP 1.9.2014-30.9.2014 / *Prerequisites* – LingF1-LingF4 / *Further Information* - rainer.schulze@engsem.~

**Literatur** LingA1/LingA2, FAL2.1/FAL2.2

*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

**Bemerkung** LingA1, LingA2 / FAL1

*Registration* – StudIP 1.9.2014-30.9.2014 / *Prerequisites* – LingF1-LingF4 / *Further Information* – meike.pfaff@engsem.~

**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.

Recommended Reading – Comrie, Bernard. 2008. *Tense*. Cambridge: CUP; Comrie, Bernard 1976. *Aspect*. Cambridge: CUP.

## Advanced Methodology (DidA/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** *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* – DidF1/2 ● *Further Information* – carmen.becker@engsem.~

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!!  
*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** DidA1, DidA2

**Required Reading:**

See course page on StudIP.

### Planung und Analyse von Englischunterricht

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

Fr wöchentl. 12:00 - 14:00 17.10.2014 - 31.01.2015 1502 - 615

**Bemerkung zur** Bierwirth  
**Gruppe**

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

Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Schwerpunkte bilden dabei u.A. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivisierungen, methodische Überlegungen und Lernperspektiven bzw. Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe. Die Veranstaltung ist stufen- und schulartübergreifend angelegt.

**Bemerkung** *Reader* – ● *Assessment Tasks* – cf. Seminar plan ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – DidF, ASP ● *Furt her information* – ABierwirth@gmx.net

**Literatur** DidPA

**Recommended Reading:**

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

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

Niedersächsisches Kultusministerium (Hrsg.): Kerncurriculum für das Gymnasium Schuljahrgänge 5 – 10. Englisch. Hannover. 2006.

Niedersächsisches Kultusministerium (Hrsg.): Kerncurriculum für das Gymnasium – gymnasiale Oberstufe. Englisch. Hannover. 2009.

Thaler, Engelbert. (2009). *Method Guide* : kreative Methoden für den Literaturunterricht in den Klassen 7-12. Paderborn:

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

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

## 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

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

Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Schwerpunkte bilden dabei u.A. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven bzw. Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe. Die Veranstaltung ist stufen- und schulartübergreifend angelegt.

Bemerkung *Reader* – ● *Assessment Tasks* – cf. Seminar plan ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – DidF, ASP ● *Furt her information* – lisabloetz@yahoo.de

DidPA

Literatur

### **Recommended Reading:**

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

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

Niedersächsisches Kultusministerium (Hrsg.): Kerncurriculum für das Gymnasium Schuljahrgänge 5 – 10. Englisch. Hannover. 2006.

Niedersächsisches Kultusministerium (Hrsg.): Kerncurriculum für das Gymnasium – gymnasiale Oberstufe. Englisch. Hannover. 2009.

Thaler, Engelbert. (2009). *Method Guide* : kreative Methoden für den Literaturunterricht in den Klassen 7-12. Paderborn:

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

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

## 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.

**Bemerkung** *Reader* – Materials on StudIP from 6 Oct ● *Assessment Tasks* – See course programme ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 30 ● *Prerequisites* – DidF ● *Further Information* – EMAIL gabriele.blell@engsem.~

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

Di wöchentl. 14:00 - 16:00 14.10.2014 - 31.01.2015 1502 - 615

**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** *Reader* – Materials on StudIP from 6 October ● *Assessment Tasks* – See course programme ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 30 ● *Prerequisites* – DidF ● *Further Information* – EMAIL gabriele.blell@engsem.~

DidA1, DidA2

**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

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 *Assessment Tasks* – SL: written tasks. PL: 90-min exam ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – SP1, SP2 + SP3 ● *Further Information* – darren.foster@engsem.~  
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 *Assessment Tasks* – SL: two written tasks ● *Registration* – StudIP 1.10.2014 - 12.10.2014 ● *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 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 *Assessment Tasks* – SL: two written tasks ● *Registration* – StudIP 1.10.2014 - 12.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – SP1 + SP2 (or SPAWR + SPCS) ● *Further Information* – jill.schneller@engsem.~  
SP3

### 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 *Assessment Tasks* – SL: two written tasks ● *Registration* – StudIP 1.10.2014 - 12.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – SP1 + SP2 (or SPAWR + SPCS) ● *Further Information* – jill.schneller@engsem.~  
SP3

### 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 *Assessment Tasks* – SL: two written tasks ● *Registration* – StudIP 1.10.2014 - 12.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – SP1 + SP2 (or SPAWR + SPCS) ● *Further Information* – jill.schneller@engsem.~  
SP3

### 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 *Assessment Tasks* – SL: two written tasks ● *Registration* – StudIP 1.10.2014 - 12.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – SP1 + SP2 (or SPAWR + SPCS) ● *Further Information* – peter.bennett@engsem.~  
SP3

## Masterstudiengang an berufsbildenden Schulen - Fach Englisch

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

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

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** :

John Oakland. *British Civilization: An Introduction*. 7<sup>th</sup> ed. London: Taylor & Francis, 2010. Print.

Paul Poplawski, ed. *English Literature in Context*. Cambridge: Cambridge UP, 2007. Print.

### 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	<i>Assessment Tasks</i> – will be specified in class ● <i>Registration</i> – StudIP 1.9.2014 - 30.9.2014 ● <i>Size restriction</i> – no size restriction ● <i>Further Information</i> – kirsten.twelbeck@engsem.~
Literatur	AmerF2.1 <i>Reader</i> – course material on StudIP  <i>Recommended Reading</i>  For general reference I recommend buying the <i>Amerikanische Literaturgeschichte</i> , ed. Hubert Zapf (revised edition, Stuttgart: Metzler, 2004) and <i>The Enduring Vision. A History of the American People</i> (concise edition, complete), ed. Boyer, Clark et al. (Boston: Houghton Mifflin, 2005). Both are standard textbooks.

## Intermediate and Advanced Linguistics (LingF3/LingA1/LingA2) 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, 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	<i>Registration</i> – StudIP 1.9.2014-30.9.2014 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> - rainer.schulze@engsem.~
Literatur	LingA1/LingA2; FAL1.1/FAL1.2 <i>Required Reading:</i>  Schmid, Hans-Jörg. 2011. <i>English Morphology and Word-formation</i> . 2 <sup>nd</sup> ed. Berlin: Erich Schmidt Verlag. Please make sure that you grab your own copy as soon as possible and check StudIP for updates and additional information as the semester approaches.

## English Sentences

Vorlesung, SWS: 2  
Schulze, Rainer

Mo wöchentl. 10:00 - 12:00 13.10.2014 - 31.01.2015 1502 - 003  
 Mo Einzel 10:00 - 12:00 26.01.2015 - 26.01.2015 1502 - 709  
 Bemerkung zur Gruppe Ausweichraum Seminar Dr. Carmen Becker (KLAUSUR)

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  <i>Registration</i> – StudIP 1.9.2014-30.9.2014 / <i>Prerequisites</i> – LingF1 and LingF2 / <i>Further Information</i> - rainer.schulze@engsem.~
Literatur	<i>Required Reading:</i>  Aarts, Bas. 42013. <i>English Syntax and Argumentation</i> . Basingstoke: Palgrave Macmillan or Kreyer, Rolf. 2010. <i>Introduction to English Syntax</i> . Frankfurt/Main usw.: Peter Lang Verlag.  Please check StudIP for updates and additional information as the semester approaches.

## 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
Di Einzel	18:00 - 20:00 13.01.2015 - 13.01.2015 1502 - 103
Kommentar	Linguistik ist weitaus mehr als grammatische Analyse... Lingua <sup>3</sup> vermittelt interdisziplinär Einblicke in linguistische Anwendungsgebiete aus Spitzenforschung und Praxis. Pro Semester finden drei Gastvorträge internationaler WissenschaftlerInnen aus Germanistik, Anglistik und Romanistik statt, die von den SeminarteilnehmerInnen inhaltlich und organisatorisch vor- und nachbereitet werden. Die Themen sind bewusst vielseitig gewählt und sollen die fachliche Perspektive durch den „Blick über den Tellerrand“ erweitern. Die drei Vorträge im WS 14/15 finden jeweils dienstags von 18-20 Uhr statt. Der Besuch aller drei Gastvorträge ist verpflichtender Teil der Lehrveranstaltung und wird durch den Wegfall je einer Seminarsitzung kompensiert. Termine der Gastvorträge im Wintersemester sind der 18.11.2014, 09.12.2014 und 13.01.2015. 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	<i>Required Reading:</i> will be discussed in class. <i>Assessment Tasks</i> – will be discussed in class / <i>Registration</i> – StudIP 1.9.2014-30.9.2014 / <i>Size restriction</i> – 25 / <i>Prerequisites</i> – LingF1-F4 / <i>Further Information</i> - caroline.gerckens@engsem.~

## 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** *Registration* – StudIP 1.9.2014-30.9.2014 / *Prerequisites* – LingF1-LingF4 / *Further Information* - rainer.schulze@engsem.~

LingA1/LingA2; FAL2.1/FAL2.2

**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

Bemerkung zur Gruppe  
Pascal Hohaus

**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

*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

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 +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 ('Glaswasian') accent.

**Bemerkung** *Registration* - Sprechstunde Ulrike Altendorf / *Prerequisites* – LingF1-LingF4 / *Further Information* - Sprechstunde Ulrike Altendorf; [ulrike.altendorf@engsem.~](mailto: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** *Registration* – StudIP 1.9.2014-30.9.2014 / *Prerequisites* – LingF1-LingF4 / *Further Information* - [rainer.schulze@engsem.~](mailto:rainer.schulze@engsem.~)

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

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  <i>Registration</i> – StudIP 1.9.2014-30.9.2014 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> – meike.pfaff@engsem.~
Literatur	<i>Reader</i> – 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.  Recommended Reading – Comrie, Bernard. 2008. <i>Tense</i> . Cambridge: CUP; Comrie, Bernard 1976. <i>Aspect</i> . Cambridge: CUP.

### 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	<i>Reader</i> – Semesterapparat ● <i>Assessment Tasks</i> – participation/oral, contribution/project, mini-action research project, and paper ● <i>Registration</i> – StudIP 1.9.2014 - 30.9.2014 ● <i>Size restriction</i> – 25 ● <i>Prerequisites</i> – DidF1/2 ● <i>Further Information</i> – carmen.becker@engsem.~  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.
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Bemerkung 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 DidA1, DidA2  
**Required Reading:**  
 See course page on StudIP.

### Planung und Analyse von Englischunterricht

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

Fr wöchentl. 12:00 - 14:00 17.10.2014 - 31.01.2015 1502 - 615

Bemerkung zur Bierwirth  
 Gruppe

Kommentar Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M. Ed. ist diese  
 Veranstaltung Teil des Moduls Fachpraktikum Englisch.  
 Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und  
 Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen  
 sowie erproben. Schwerpunkte bilden dabei u.A. die Lerngruppenanalyse, didaktische  
 Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und  
 Lernperspektiven bzw. Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe. Die  
 Veranstaltung ist stufen- und schulartübergreifend angelegt.

Bemerkung *Reader* – ● *Assessment Tasks* – cf. Seminar plan ● *Registration* – StudIP 1.9.2014 -  
 30.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – DidF, ASP ● *Furt her information* –  
 ABierwirth@gmx.net

Literatur DidPA  
**Recommended Reading:**  
 Meyer, Hilbert: Unterrichtsmethoden, 2 Bände, Berlin: Cornelsen Scriptor 2001.  
 Mindt, Dieter: Unterrichtsplanung Englisch für die Sekundarstufe I (Neubearbeitung).  
 Stuttgart: Klett 1995.  
 Niedersächsisches Kultusministerium (Hrsg.): Kerncurriculum für das Gymnasium  
 Schuljahrgänge 5 – 10. Englisch. Hannover. 2006.  
 Niedersächsisches Kultusministerium (Hrsg.): Kerncurriculum für das Gymnasium –  
 gymnasiale Oberstufe. Englisch. Hannover. 2009.  
 Thaler, Engelbert. (2009). *Method Guide* : kreative Methoden für den Literaturunterricht in  
 den Klassen 7-12. Paderborn:  
 Timm, Johannes-Peter. (Hrsg.): Englisch lernen und lehren. Didaktik des  
 Englischunterrichts. Berlin: Cornelsen 1998.  
 Ziegésar, Detlev von and Margaret von: Einführung von Grammatik im Englischunterricht:  
 Materialien und Modelle. München: Oldenbourg 2001.

### 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

Kommentar	<p>Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M. Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch.</p> <p>Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Schwerpunkte bilden dabei u.A. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven bzw. Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe. Die Veranstaltung ist stufen- und schulartübergreifend angelegt.</p>
Bemerkung	<p><i>Reader</i> – ● <i>Assessment Tasks</i> – cf. Seminar plan ● <i>Registration</i> – StudIP 1.9.2014 - 30.9.2014 ● <i>Size restriction</i> – 25 ● <i>Prerequisites</i> – DidF, ASP ● <i>Further information</i> – lisabloetz@yahoo.de</p>
Literatur	<p>DidPA</p> <p><b>Recommended Reading:</b></p> <p>Meyer, Hilbert: Unterrichtsmethoden, 2 Bände, Berlin: Cornelsen Scriptor 2001.</p> <p>Mindt, Dieter: Unterrichtsplanung Englisch für die Sekundarstufe I (Neubearbeitung). Stuttgart: Klett 1995.</p> <p>Niedersächsisches Kultusministerium (Hrsg.): Kerncurriculum für das Gymnasium Schuljahrgänge 5 – 10. Englisch. Hannover. 2006.</p> <p>Niedersächsisches Kultusministerium (Hrsg.): Kerncurriculum für das Gymnasium – gymnasiale Oberstufe. Englisch. Hannover. 2009.</p> <p>Thaler, Engelbert. (2009). <i>Method Guide</i> : kreative Methoden für den Literaturunterricht in den Klassen 7-12. Paderborn:</p> <p>Timm, Johannes-Peter. (Hrsg.): Englisch lernen und lehren. Didaktik des Englischunterrichts. Berlin: Cornelsen 1998.</p> <p>Ziegésar, Detlev von and Margaret von: Einführung von Grammatik im Englischunterricht: Materialien und Modelle. München: Oldenbourg 2001.</p>

### 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	<p>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. <i>Short Cuts</i>, <i>Babel</i> or <i>L.A. Crash</i>. 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.</p>
Bemerkung	<p><i>Reader</i> – Materials on StudIP from 6 Oct ● <i>Assessment Tasks</i> – See course programme ● <i>Registration</i> – StudIP 1.9.2014 - 30.9.2014 ● <i>Size restriction</i> – 30 ● <i>Prerequisites</i> – DidF ● <i>Further Information</i> – EMAIL gabriele.blell@engsem.~</p>
Literatur	<p>DidA1, DidA2</p> <p><b>Required Reading:</b></p> <p>See course page on StudIP.</p>

### Teaching English with Literature: Many Voices – Many Cultures

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

Di wöchentl. 14:00 - 16:00 14.10.2014 - 31.01.2015 1502 - 615

**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.

**Bemerkung** 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.  
*Reader* – Materials on StudIP from 6 October ● *Assessment Tasks* – See course programme ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 30 ● *Prerequisites* – DidF ● *Further Information* – EMAIL gabriele.blell@engsem.~

**Literatur** DidA1, DidA2  
**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

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** *Assessment Tasks* – SL: written tasks. PL: 90-min exam ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – SP1, SP2 + SP3 ● *Further Information* – darren.foster@engsem.~

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 *Assessment Tasks* – SL: two written tasks ● *Registration* – StudIP 1.10.2014 - 12.10.2014 ● *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 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 *Assessment Tasks* – SL: two written tasks ● *Registration* – StudIP 1.10.2014 - 12.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – SP1 + SP2 (or SPAWR + SPCS) ● *Further Information* – jill.schneller@engsem.~

SP3

### 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 *Assessment Tasks* – SL: two written tasks ● *Registration* – StudIP 1.10.2014 - 12.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – SP1 + SP2 (or SPAWR + SPCS) ● *Further Information* – jill.schneller@engsem.~

SP3

### 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 *Assessment Tasks* – SL: two written tasks ● *Registration* – StudIP 1.10.2014 - 12.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – SP1 + SP2 (or SPAWR + SPCS) ● *Further Information* – jill.schneller@engsem.~

SP3

### 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 *Assessment Tasks* – SL: two written tasks ● *Registration* – StudIP 1.10.2014 - 12.10.2014 ● *Size restriction* – 25 ● *Prerequisites* – SP1 + SP2 (or SPAWR + SPCS) ● *Further Information* – peter.bennett@engsem.~

SP3

## Masterarbeit / Master Thesis

### Doktorandenkolloquium

Kolloquium, SWS: 2  
Becker, Carmen | Rössler, Andrea

Mo 13.10.2014 - 31.01.2015

Bemerkung zur Auf Einladung  
Gruppe

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

Bemerkung zur Auf Einladung  
Gruppe

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 *Registration* – StudIP 01.9.2014 - 30.9.2014 ● *Prerequisites* – None ● *Further Information* – carmen.becker@engsem.~

## 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.~

**Literatur** AmerA, AAS1, AAS3  
*Recommended Reading*  
n/a

### 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** AmerA; AAS1; AAS2; AAS4  
*Reader* – StudIP

### Theoretische Ansätze und Methoden der Atlantic Studies

Seminar, SWS: 2  
Bandau, Anja | Reinwald, Brigitte

Di wöchentl. 12:00 - 14:00 14.10.2014 - 31.01.2015 1502 - 316

**Kommentar** Seit dem Ende des 15. Jahrhunderts sind die drei am Atlantik gelegenen Kontinente Afrika, Amerika und Europa durch vielfältige Verflechtungen wirtschaftlicher, sozialer, kultureller und politischer Art miteinander verbunden. Dies bedeutet auch, dass sich die Entwicklungen in jedem der drei Kontinente nicht mehr allein aus sich selbst heraus verstehen lassen, sondern nur vor dem Hintergrund der wechselseitigen Beziehungen und Einflüsse hinreichend begriffen werden können, welche aus der Zirkulation von Waren, Menschen und Ideen über den Atlantik erwachsen sind. Wie die Geschichts-, Sozial- und Kulturwissenschaften jenen globalen Verflechtungen Rechnung tragen, soll in diesem Seminar anhand ausgewählter Texte diskutiert werden, die in die theoretischen Grundlagen, methodologischen Zugänge und verschiedenen Methoden der *Atlantic Studies* einführen. Ziel ist es, die Spezifika der jeweiligen fachlichen Zugänge sowie Möglichkeiten und Grenzen für deren interdisziplinäre Zusammenführung aufzuzeigen. Dabei sind Ansätze der Globalgeschichte und Historischen Anthropologie, der kulturwissenschaftlich orientierten Literaturwissenschaft, der Entwicklungssoziologie und Kulturanthropologie sowie neuere Perspektiven der Geschlechter- und Ungleichheitsforschung von besonderer Bedeutung. Grundlage der

Seminararbeit ist ein Reader mit ausgewählten Texten, der zu Veranstaltungsbeginn zur Verfügung gestellt wird.

Bemerkung Für den Besuch des Seminars ist der Abschluss des Moduls L2 erforderlich.

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

### 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 FÜBA and MEd students, none for all others ● *Further Information* – ruth.mayer@engsem.uni-hannover.de.

AmerA; AAS2; AAS4

Literatur

*Required Reading:*

Stoker, Bram. *Dracula* (Norton Critical Editions). Ed. David J. Skal, Nina Auerbach. New York: Norton, 1997. ISBN 978-0393970128

*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.

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

AmerA; AAS1; AAS2; AAS4  
*Reader* – StudIP

Literatur

## 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

**Required Purchase:**

Mary Shelley. *Frankenstein. 1818 Text*. Ed. Marilyn Butler. Oxford World’s Classics. Oxford et. al.: Oxford University Press, 2008. Print. [Please use this text only as others differ drastically.]

Most other texts will be taken from Duncan Wu, ed. *Romanticism. An Anthology*. 4th ed. Blackwell Anthologies. New York: John Wiley & Sons, 2012. Print. There is no need to buy this rather expensive book. One copy will be in the *Seminarapparat* for this course in our library.

**Recommended Reading:**

Duncan Wu, ed. *A Companion to Romanticism*. Blackwell Companions to Literature and Culture 1. Oxford et al.: Blackwell, 2007. Print.

Christoph Reinfandt. *Englische Romantik. Eine Einführung*. Grundlagen der Anglistik und Amerikanistik 32. Berlin: Schmidt, 2008. Print.

## 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 ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 30 ● *Prerequisites* – Module Intermediate Literature and Culture ● *Further Information* – peter.bennett@engsem.~

BritA / AAS2, AAS4

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 *Reader* – StudIP ● *Assessment Tasks* – will be specified in class ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 30 ● *Prerequisites* – Module Intermediate Literature and Culture ● *Further Information* – lucia.kraemer@engsem.~

BritA / AAS2, AAS4

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:**

Jenkins, Henry. "Transmedia Storytelling 101". *Confessions of an Aca-Fan: The Official Weblog of Henry Jenkins*. 22 March 2007. Web. Phillips, Andrea. *A Creator's Guide to Transmedia Storytelling: How to Captivate and Engage Audiences Across Multiple Platforms*. New York et al: McGraw Hill, 2012. Print.

### Concepts of Race, Class, and Gender (AAS3)

#### 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	<i>Assessment Tasks</i> – will be specified in class ● <i>Registration</i> – StudIP 1.9.2014 - 30.9.2014 ● <i>Size restriction</i> – 25 ● <i>Prerequisites</i> – AmerF4/BritF4 for Fu#BA and MEd students, none for all others ● <i>Further Information</i> – florian.gross@engsem.~
Literatur	AmerA, AAS1, AAS3 <i>Recommended Reading</i> 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	<i>Assessment Tasks</i> : critical summary of a secondary text as <i>Studienleistung</i> ; essay of approx. 5,000 words for <i>Prüfungsleistung</i> ● <i>Registration</i> : StudIP 1.9.2014 - 30.9.2014 ● <i>Size restriction</i> : 40 ● <i>Prerequisites</i> : Module Intermediate Literature and Culture ● <i>Further Information</i> : rainer.emig@engsem~
Literatur	BritA / AAS2, AAS3, AAS4 <b>Required Purchase:</b> Mary Shelley. <i>Frankenstein. 1818 Text</i> . Ed. Marilyn Butler. Oxford World's Classics. Oxford et. al.: Oxford University Press, 2008. Print. [Please use this text only as others differ drastically.]  Most other texts will be taken from Duncan Wu, ed. <i>Romanticism. An Anthology</i> . 4th ed. Blackwell Anthologies. New York: John Wiley & Sons, 2012. Print. There is no need to buy this rather expensive book. One copy will be in the <i>Seminarapparat</i> for this course in our library.  <b>Recommended Reading:</b>

Duncan Wu, ed. *A Companion to Romanticism*. Blackwell Companions to Literature and Culture 1. Oxford et al.: Blackwell, 2007. Print.

Christoph Reinfandt. *Englische Romantik. Eine Einführung*. Grundlagen der Anglistik und Amerikanistik 32. Berlin: Schmidt, 2008. Print.

## 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 ● *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.

AmerA; AAS2; AAS4

**Literatur** *Required Reading:*

Stoker, Bram. *Dracula* (Norton Critical Editions). Ed. David J. Skal, Nina Auerbach. New York: Norton, 1997. ISBN 978-0393970128

*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.

Bemerkung	<p><i>Assessment Tasks</i> – will be specified ● <i>Registration</i> – StudIP 1.9.2014 - 30.9.2014</p> <p>● <i>Size restriction</i> – 25 ● <i>Prerequisites</i> – AmerF4/BritF4 for FÜBA and MEd students, none for all others ● <i>Further Information</i> – ruth.mayer@engsem.uni-hannover.de; ilka.brasch@engsem.uni-hannover.de</p> <p>AmerA; AAS1; AAS2; AAS4</p>
Literatur	<p><i>Reader</i> – StudIP</p>

## 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**

**Required Purchase:**

Mary Shelley. *Frankenstein. 1818 Text*. Ed. Marilyn Butler. Oxford World’s Classics. Oxford et. al.: Oxford University Press, 2008. Print. [Please use this text only as others differ drastically.]

Most other texts will be taken from Duncan Wu, ed. *Romanticism. An Anthology*. 4th ed. Blackwell Anthologies. New York: John Wiley & Sons, 2012. Print. There is no need to buy this rather expensive book. One copy will be in the *Seminarapparat* for this course in our library.

**Recommended Reading:**

Duncan Wu, ed. *A Companion to Romanticism*. Blackwell Companions to Literature and Culture 1. Oxford et al.: Blackwell, 2007. Print.

Christoph Reinfandt. *Englische Romantik. Eine Einführung*. Grundlagen der Anglistik und Amerikanistik 32. Berlin: Schmidt, 2008. Print.

## 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 ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 30 ● *Prerequisites* – Module Intermediate Literature and Culture ● *Further Information* – peter.bennett@engsem.~

BritA / AAS2, AAS4

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 *Reader* – StudIP ● *Assessment Tasks* – will be specified in class ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 30 ● *Prerequisites* – Module Intermediate Literature and Culture ● *Further Information* – lucia.kraemer@engsem.~

BritA / AAS2, AAS4

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:**

Jenkins, Henry. "Transmedia Storytelling 101". *Confessions of an Aca-Fan: The Official Weblog of Henry Jenkins*. 22 March 2007. Web. Phillips, Andrea. *A Creator's Guide to Transmedia Storytelling: How to Captivate and Engage Audiences Across Multiple Platforms*. New York et al: McGraw Hill, 2012. Print.

### New English Literatures and Cultures (AAS5)

**Theoretische Ansätze und Methoden der Atlantic Studies**

Seminar, SWS: 2  
Bandau, Anja | Reinwald, Brigitte

Di wöchentl. 12:00 - 14:00 14.10.2014 - 31.01.2015 1502 - 316

**Kommentar** Seit dem Ende des 15. Jahrhunderts sind die drei am Atlantik gelegenen Kontinente Afrika, Amerika und Europa durch vielfältige Verflechtungen wirtschaftlicher, sozialer, kultureller und politischer Art miteinander verbunden. Dies bedeutet auch, dass sich die Entwicklungen in jedem der drei Kontinente nicht mehr allein aus sich selbst heraus verstehen lassen, sondern nur vor dem Hintergrund der wechselseitigen Beziehungen und Einflüsse hinreichend begriffen werden können, welche aus der Zirkulation von Waren, Menschen und Ideen über den Atlantik erwachsen sind. Wie die Geschichts-, Sozial- und Kulturwissenschaften jenen globalen Verflechtungen Rechnung tragen, soll in diesem Seminar anhand ausgewählter Texte diskutiert werden, die in die theoretischen Grundlagen, methodologischen Zugänge und verschiedenen Methoden der *Atlantic Studies* einführen. Ziel ist es, die Spezifika der jeweiligen fachlichen Zugänge sowie Möglichkeiten und Grenzen für deren interdisziplinäre Zusammenführung aufzuzeigen. Dabei sind Ansätze der Globalgeschichte und Historischen Anthropologie, der kulturwissenschaftlich orientierten Literaturwissenschaft, der Entwicklungssoziologie und Kulturanthropologie sowie neuere Perspektiven der Geschlechter- und Ungleichheitsforschung von besonderer Bedeutung. Grundlage der Seminararbeit ist ein Reader mit ausgewählten Texten, der zu Veranstaltungsbeginn zur Verfügung gestellt wird.

**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

Di wöchentl. 14:00 - 16:00 14.10.2014 - 31.01.2015 1502 - 608

**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** *Assessment Tasks* – will be specified ● *Registration* – StudIP 1.9.2014 - 30.9.2014 ● *Size restriction* – 25 ● *Prerequisites* – none ● *Further Information* – ruth.mayer@engsem.uni-hannover.de

AAS6

**Literatur** *Reader* – StudIP

**MA-Thesis (AAS7)****Forschungskolloquium Anglistik**

Kolloquium, SWS: 2  
Emig, Rainer

Mo 13.10.2014 - 31.01.2015

**Bemerkung zur Gruppe** Siehe Aushang

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

**Professional Skills (AAS8)****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 Charlotte Milsch  
Gruppe

Kommentar	<p>Als öffentliches Live-Programm an der Leibniz Universität Hannover konfrontiert der Literarische Salon seine Macher mit der zentralen Anforderung eines Kulturberufes: Wie stellt man ein kulturelles Geschehen her, das Anklang findet? Die Voraussetzungen dafür sind komplex: Sie reichen von der thematischen Konzeption, Planung und Vermittlung über die Beherrschung finanzieller, technischer und logistischer Arrangements bis hin zur kommunikativen Darstellung und Moderation.</p> <p>Der Literarische Salon Hannover ist 1992 als studentische Initiative aus dem Deutschen Seminar der Leibniz Universität hervorgegangen. Jetzt geben die Salonmacher der ersten Stunde ihr Know-how an die heutigen Studierenden weiter. Im Seminar soll der Literarische Salon als Praxisfeld dienen, um zentrale Aspekte der Literaturvermittlung beispielhaft kennen zu lernen und eigene Fertigkeiten im Rahmen des laufenden Salonbetriebs praktisch zu erproben.</p>
Bemerkung Literatur	<p>Teilnehmerzahl: 12 pro Studienfach, Anmeldung über Stud.IP.</p> <p>Generell: aktuelle Belletristik und Sachliteratur sowie Feuilletons, Kulturzeitschriften und -sendungen (Radio, TV), Verlagsprogramme</p> <p>Bemmé, Sven-Oliver: Kultur-Projektmanagement : Kultur- und Organisationsprojekte erfolgreich managen. Wiesbaden, 2011</p> <p>Lewinski-Reuter, Verena und Lüddemann, Stefan (Hrsg.): Glossar Kulturmanagement. Wiesbaden, 2011</p> <p>Reifsteck, Peter: Handbuch Lesungen und Literaturveranstaltungen. Konzeption, Organisation, Öffentlichkeitsarbeit. 2. Auflage. Reutlingen, 2000</p>

## 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 Multiliteralität / 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**