Englisches Seminar

(Bitte beachten Sie die neuen Prüfungsordnungen zum WiSe 2016/17!)

Fächerübergreifender Bachelorstudiengang - Fach Englisch

Foundations Linguistics (LingF1/LingF2)

**LingF1**

*Introduction to Linguistics I*

Vorlesung, SWS: 2  
Pfaff, Meike

**Do** wöchentl. 10:15 - 11:45  
27.10.2016 - 04.02.2017  
1502 - 003

Kommentar: The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it fulfills. This course 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, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II.

Bemerkung: LingF1

Size restriction - none  
*Prerequisites* – none

Further Information – meike.pfaff@engsem.

**Literatur**


**LingF2**

*Intermediate Linguistics (LingF3/LingF4)*

**LingF3**

*Phonetics & Phonology*

Vorlesung, SWS: 2  
Altendorf, Ulrike

**Mo** wöchentl. 18:15 - 19:45  
17.10.2016 - 04.02.2017  
1502 - 003

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

Bemerkung: LingF3

**LingF4**

**English Dialectology**

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

**Kommentar**  
This course will explore classic, recent and current studies in English Dialectology with a focus on varieties of English in England. The course requires a solid knowledge of phonetics and phonology.

**Bemerkung**  
LingF4


**Literatur**  

**Language & Gender**

Seminar, SWS: 2, Max. Teilnehmer: 30  
Pfaff, Meike

**Kommentar**  
This course will investigate sociolinguistic variation with an emphasis on gender-differentiated language use. We will tackle questions as the following: to what extent do the speech patterns of men and women differ, i.e. are there qualitative and quantitative differences in the lexicon, phonology and/or morpho-syntax of men's and women's speech? And, talking about quantity, who talks more? Do that Little Miss Chatterbox and Mr. Tight-Lipped really exist or are they just stereotypical representations of women and men? Who sets the tone in linguistic change, men or women? And how do we detect and deal with linguistic sexism? In order to answer these questions, we will look at several studies from the field of gendered variation and will, if time permits, conduct our own linguistic studies tracing the speech patterns of men and women in linguistic corpora.

**Bemerkung**  
LingF4

Prerequisites – LingF1-LingF2

Size Restriction: 30  
Further Information – meike.pfaff@engsem.

WiSe 2016/17

**Basic Linguistics (LingF1/LingF2/LingF4) (Zweitfach)**

**LingF1**

*Introduction to Linguistics I*

| Vorlesung, SWS: 2 |
| Pfaff, Meike |

**Do** wöchentl. 10:15 - 11:45 27.10.2016 - 04.02.2017 1502 - 003

**Kommentar**
The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it fulfills. This course 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, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II.

**Bemerkung**
LingF1


Size restriction - none

*Prerequisites* – none

*Further Information* – meike.pfaff@engsem.~

**Literatur**

**LingF2**

**LingF4**

*English Dialectology*

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

**Mo** wöchentl. 16:00 - 18:00 17.10.2016 - 04.02.2017 1502 - 609

**Kommentar**
This course will explore classic, recent and current studies in English Dialectology with a focus on varieties of English in England. The course requires a solid knowledge of phonetics and phonology.

**Bemerkung**
LingF4


**Literatur**

**English Dialectology**
Englisches Seminar

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

**Di wöchentl.** 12:00 - 14:00 18.10.2016 - 04.02.2017 1502 - 703

**Kommentar**
This course will explore classic, recent and current studies in English Dialectology with a focus on varieties of English in England. The course requires a solid knowledge of phonetics and phonology.

**Bemerkung**
LingF4


**Literatur**

Language & Gender

Seminar, SWS: 2, Max. Teilnehmer: 30
Pfaff, Meike

**Do wöchentl.** 14:00 - 16:00 20.10.2016 - 04.02.2017 1502 - 615

**Kommentar**
This course will investigate sociolinguistic variation with an emphasis on gender-differentiated language use. We will tackle questions as the following: to what extent do the speech patterns of men and women differ, i.e. are there qualitative and quantitative differences in the lexicon, phonology and/or morpho-syntax of men's and women's speech? And, talking about quantity, who talks more? Do that Little Miss Chatterbox and Mr. Tight-Lipped really exist or are they just stereotypical representations of women and men? Who sets the tone in linguistic change, men or women? And how do we detect and deal with linguistic sexism? In order to answer these questions, we will look at several studies from the field of gendered variation and will, if time permits, conduct our own linguistic studies tracing the speech patterns of men and women in linguistic corpora.

**Bemerkung**
LingF4


**Prerequisites** – LingF1-LingF2

Size Restriction: 30

**Further Information** – meike.pfaff@engsem.~

**Literatur**

Advanced Linguistics (LingA1/LingA2)

**LingA1**

Face and Rapport Management

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

**Mo wöchentl.** 16:00 - 18:00 17.10.2016 - 04.02.2017 1502 - 703

**Kommentar**
We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans ‘encode’ states of mind in their words. The traditional, stereotypical view
is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments. This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest. The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources. We will take a pragmatic approach that is based on the controversial notion that politeness is equivalent to communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms ‘polite’ or ‘impolite’ to linguistic phenomena. We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony (’mock politeness’) and banter (’mock impoliteness’).

**Literatur**

The following textbook will be used in class and is recommended for purchase:


Please make sure that you order your copy of the book asap.

Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

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**Linguistic Theories of Humor**

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Di wöchentl. 10:00 - 12:00 18.10.2016 - 04.02.2017 1502 - 703

*Kommentar*

How are humorous meanings generated and interpreted? Understanding a joke involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke (a matter of pragmatics). This seminar will introduce and (sometimes) critique a wide range of semantic and pragmatic theories in relation to humour, such as Arthur Koestler’s bisociation theory of humour, Victor Raskin’s script-based theory of jokes, the General Theory of Verbal Humor by Victor Raskin and Salvatore Attardo and the attempt of testing this approach by Willibald Ruch, Salvatore Attardo’s Linear Theory of Humor, the analysis of puns by Salvatore Attardo, the relationship between humour and pragmatic maxims as explored by Herbert P. Grice, Dan Sperber and Deirdre Wilson, etc. Each theory will be complemented by discussion topics, countless jokes as linguistic examples and suggestions for further reading and will thus encourage a critical approach to semantic and pragmatic issues. Beware, attending this seminar is no laughing matter…

**Literatur**

A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.
The proposition that there is a correlation between language and culture or culture-specific ways of thinking can be traced back to the views of Herder and von Humboldt in the late 18th and early 19th centuries. It was most explicitly formulated, however, by the German-American linguist and anthropologist Edward Sapir in various publications from 1929 onward (re-published posthumously in 1949 under the title Selected Writings of Edward Sapir in Language, Culture and Personality), and in the writings of his pupil Benjamin Lee Whorf (re-published posthumously in 1956 as Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf). The Sapir-Whorf hypothesis, as it came to be called, expresses the notion that different languages lead their speakers to different conceptualizations of the same extralinguistic reality, which seems to be most evident in the way that reality is segmented by the lexicon.

Even though few linguists would fully agree with a strict reading of the Sapir-Whorf hypothesis today, it is generally accepted that a language, especially its lexicon, influences its speakers’ cultural patterns of thought and perception in various ways, for example through a culture-specific segmentation of the extralinguistic reality, the frequency of occurrence of particular lexical items, or the existence of keywords or key word combinations revealing core cultural values. Nevertheless, the exact workings of the link between language and culture are still poorly understood. The few specific theoretical frameworks that do exist are often felt to be inadequate, and the research methodology is only insufficiently developed.

The aim of this advanced seminar, then, will be to explore the cultural dimension of a wide range of pre-constructed or semi-pre-constructed word combinations in English. These will include highly opaque multiword units of the kick-the-bucket type, collocations, irreversible binominals, phrasal verbs, compounds, metaphorical expressions, similes, proverbs, familiar quotations, catchphrases, clichés, slogans, expletives, and discourse markers such as politeness formulae (all of which have been subsumed under phraseology, or under idiom in the Anglo-American linguistic tradition), types of word combinations (e.g. proverbs and similes), use-related varieties (such as the language of tourism or answering-machine messages), and user-related varieties (such as Aboriginal English or African English).

**Literatur**

A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.
This is a course to raise the awareness of a discipline that has come to be known as “Cognitive Linguistics” (CL) and in what way this discipline has influenced investigations into semantics, syntax and vocabulary. Thanks to this perspective, the whole issue of language acquisition has been brought into a new light. Therefore, the aim of the course is to explore research in CL and first/second language learning and how this knowledge may be applied to language teaching.

The course will consist of a core component on the major tenets of CL, such as prototypes, basic level concepts, metaphors, metonymies, image schemas and motion event structures through the investigation of several research studies on the nature of language and language development. Also, the course will provide opportunities to examine and discuss the empirical evidence on the applications of these CL principles to second/foreign language teaching and learning. Students will be given hands-on-training to conduct their own analyses at the end of each session and design teaching materials for their current or future classroom as a small-scale group project to be presented on the final day of the course. The language teaching areas that will be examined include, but are not limited to, English basic level words, propositions, lexical chunks (e.g., phrasal verbs and idioms), modal verbs, syntax for motion events, and tenses/aspects. Although the course focuses on the pedagogical application of CL, applications to cross-cultural learning and socio as well as political discourse analysis will also be briefly introduced.

Bemerkung

LingA², FAL 7

Dozentin: Ying-hsueh Hu, Tamkang University, Taiwan


Vortragsthemen und –termine im WS 2016/17:
15.11.16, 18 Uhr: Dr. François Conrad (LUH): „Luxemburgisch“
06.12.16, 18 Uhr, Prof. Dr. Jane Stuart-Smith (University of Glasgow): (Titel wird noch bekanntgegeben)
10.01.17, 18 Uhr: Dr. Oliver Herbst, Ansbach: „Diesseits und jenseits der Fachsprache: Medizinische Beratungssendungen im Hörfunk“

Bemerkung


Sociolinguistic Typology
Englisches Seminar

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

Di wöchentl. 14:00 - 16:00 18.10.2016 - 04.02.2017 1502 - 703
Kommentar

*Sociolinguistic Typology*

This course will present Peter Trudgill's recently developed theories of sociolinguistic typology and new dialect formation as well as a selection of socio-historical case studies to which they will be applied.


Bemerkung


Sounds & Society (Blockseminar Jane Stuart Smith)

Seminar, Max. Teilnehmer: 25
Altendorf, Ulrike

Fr Einzel 09:00 - 18:00 02.12.2016 - 02.12.2016 1502 - 609
Fr Einzel 16:00 - 20:00 02.12.2016 - 02.12.2016 1502 - 214
Sa Einzel 09:00 - 18:00 03.12.2016 - 03.12.2016 1502 - 609
Sa Einzel 09:00 - 17:00 03.12.2016 - 03.12.2016 1502 - 214
Block 08:00 - 18:00 03.12.2016 - 04.12.2016 1502 - 709
Block 08:00 - 18:00 03.12.2016 - 04.12.2016 1502 - 613
Block 08:00 - 18:00 03.12.2016 - 04.12.2016 1502 - 608
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So Einzel 09:00 - 18:00 04.12.2016 - 04.12.2016 1502 - 609
So Einzel 09:00 - 17:00 04.12.2016 - 04.12.2016 1502 - 214
Mo Einzel 08:00 - 12:00 05.12.2016 - 05.12.2016 1502 - 615
Mo Einzel 09:00 - 11:00 05.12.2016 - 05.12.2016 1502 - 214
Mo Einzel 12:00 - 16:00 05.12.2016 - 05.12.2016 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.

N.B.: Please note that you need to bring a a laptop or comparable net-enabled device with headphones to work with in class.

Bemerkung

LingA2, FAL4

Dozentin: Jane Stuart-Smith, University of Glasgow

Um an diesem Kurs teilnehmen zu können, müssen Sie eventuell am Freitag, dem 02.12.16, und am Montag, dem 05.12.16, von Ihnen belegten anderen Lehrveranstaltungen einmalig fernbleiben. Sollte die Lehrenden dieser Veranstaltung eine Bescheinigung wünschen, wenden Sie sich bitte an mich, sobald Sie ein regulärer Seminarteilnehmer sind.

**Foundations Literature and Culture (AmerBritF1)**

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<th>Course Details</th>
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<td><strong>Introduction to Literary Studies</strong></td>
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<tr>
<td><strong>Seminar, SWS: 2, Max. Teilnehmer: 40</strong></td>
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<td><strong>Mayer, Ruth</strong></td>
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<td><strong>Mo wöchentl. 12:00 - 14:00 17.10.2016 - 04.02.2017 1502 - 609</strong></td>
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<td><strong>Kommentar</strong></td>
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<tr>
<td>This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature and culture as well as important critical concepts and methods in order to further their skills of description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods.</td>
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**Introduction to Literary Studies**

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<td><strong>Seminar, SWS: 2, Max. Teilnehmer: 40</strong></td>
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<td><strong>Brasch, Ilka</strong></td>
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<td><strong>Di wöchentl. 10:00 - 12:00 25.10.2016 - 04.02.2017 1502 - 609</strong></td>
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**Introduction to Literary Studies**

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<td><strong>Gohrisch, Jana</strong></td>
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<td><strong>Mi wöchentl. 08:00 - 10:00 26.10.2016 - 01.02.2017 1502 - 703</strong></td>
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Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 40
Pardey, Hannah

Do wöchentl. 12:00 - 14:00 27.10.2016 - 01.02.2017 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
Amer BritF1

Registration – StudIP 30.09.2016 - 20.10.2016 / Prerequisites – None / Size restriction – 40 / Further information – hannah.pardey@engsem.

Literatur

Please buy and bring your own copy of this textbook.
A reader with additional texts covered in the seminar will be available from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

Intermediate American Literature and Culture (AmerF2/AmerF3)

AmerF2
Survey of American Literature and Culture

Vorlesung, SWS: 2
Mayer, Ruth


Kommentar
This lecture will provide an introduction to American culture and literature from the beginnings of colonization to the present time. We will be concerned with the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts, casting a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution, independence and the negotiations around national identity and manifest destiny. It will focus on the interactions between minorities and mainstream, marginalized groups and powerful parties, and investigate the emergence of cultural categories of distinction (the high, the low, and the middle). A reader with additional course material will be made available at the beginning of the class. Please refer to the course page on StudIP for further information as the semester approaches. All the material including power point presentations and handouts will be posted online on StudIP. Please register on StudIP between Sept. 1-30.

Bemerkung
AmerF2

**AmerF3**

**Jewish American Immigrant Literatures and Cultures**

Seminar, SWS: 2, Max. Teilnehmer: 30  
Mayer, Ruth

**Mi wöchentl. 12:00 - 14:00 19.10.2016 - 04.02.2017  1502 - 615**

**Kommentar**

In this class we will discuss seminal texts of Jewish American literature from the vantage point of their engagement with the processes and experiences of immigration. We will approach the literature of the period against the backdrop of other cultural representations in photography, film, and comics. Please purchase and read Henry Roth, *Call It Sleep* (Picador, ISBN: 978-0312424121) and Eva Hoffman, *Lost in Translation: A Life in a New Language* (Vintage, ISBN: 978-0099428664). A reader with additional course material will be made available at the beginning of the semester. Please register on StudIP between Sept. 1-30.

**Bemerkung**


**Literature in the Digital Era**

Seminar, SWS: 2, Max. Teilnehmer: 30  
Soller, Bettina

**Do wöchentl. 14:00 - 16:00 20.10.2016 - 04.02.2017  1502 - 609**

**Kommentar**

Presumably, digitization has reconfigured our understanding and concept of literature, the materiality of its medium and the channels of its distribution. Electronic production and reception environments have created challenges to established ways of studying and analyzing not only digital texts but print media as well. In this class we will investigate theories of electronic literature and hypertext as well as literary texts that are “digital born,’ a first generation digital object created on a computer and (usually) meant to be read on a computer” (Hayles 2007). We will consider if and how the roles and functions of literary agents – readers, writers and critics – are reconfigured through the impact of digitization. The class will turn to experimental forms like hypertext fiction, digital poetry and interactive fiction as well as ‘remediated’ formats like e-books. We will look at works created on social online sites like twitter or on fan fiction archives like fanfiction.net, and reviews written by readers on Goodreads, as well as examine the dynamics of self-publishing. Additionally we will look at projects that examine and negotiate digital literature and electronic writing through print texts. The class will end with a student-organized conference. (If you want to be part of the organizational team, please sign up for the Independent Studies class).

**Bemerkung**


**Intermediate British Literature and Culture (BritF2/BritF3)**

**BritF2**

**BritF3**

**British and Irish Poetry 1950-2016**

Seminar, SWS: 2, Max. Teilnehmer: 40  
Bennett, Peter
### Englisches Seminar

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<th>Tagesfolge</th>
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<tr>
<td>Fr wöchentl.</td>
<td>12:00 - 14:00</td>
<td>21.10.2016 - 02.12.2016</td>
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<td>Fr Einzel</td>
<td>12:00 - 14:00</td>
<td>09.12.2016 - 09.12.2016</td>
<td>1502 - 609</td>
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<td>Fr wöchentl.</td>
<td>12:00 - 14:00</td>
<td>16.12.2016 - 04.02.2017</td>
<td>1502 - 703</td>
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**Kommentar**

The aim of this seminar is to develop confidence in working with modern poetry generally and in the specific context of British cultures over the last fifty years or so. We shall be working on many poems by many poets, some well-known, other less so. On the way, we shall debate the nature of poetry, asking what is and what is not poetry and discussing the criteria. This will lead to analysis of the marginal zone that lies between the literary text and the song lyric, namely performance poetry and the beat-based, non-melodic texts of British (British-Asian, British Caribbean, white British) dub, beat and hip-hop.

**Bemerkung**

BritF3

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – AmerBritF1 ● Size restriction – 40 ● Further information – peter.bennett@engsem.

**Literatur**

Texts will be made available in class.

### From Realism to Modernism

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<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 35</th>
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<td><strong>Grünkemeier, Ellen</strong></td>
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<td>1502 - 613</td>
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**Kommentar**

This course will familiarise students with realism and modernism: we will identify the characteristics of realist and modernist modes of writing and discuss their functions and effects. Drawing on the ‘Lektüreliste Anglistik’, we will focus on major texts from the late 19th to the early 20th centuries. Selected poems, short stories and non-fictional essays as well as Virginia Woolf’s novel *To the Lighthouse* (1927) will be subject to our discussion. Studying the exemplary texts, we will combine close readings (based on the analytical categories from the ‘Introduction to Literary Studies’) with historical contextualisation and a discussion of the cultural, social and political implications of these texts and modes of writing.

**Bemerkung**

BritF3

Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2016 - 30.9.2016 ● Size restriction – 35 ● Prerequisites – AmerBritF1 ● Further Information – ellen.gruenkemeier@engsem.

**Literatur**

Please bring your own copy of Virginia Woolf’s *To the Lighthouse* (preferably the Oxford World’s Classic or the Penguin Classics edition).

The short stories, poems and non-fictional essays will be provided on StudIP.

### Jane Austen’s Novels

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<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 40</th>
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<tr>
<td><strong>Gohrisch, Jana</strong></td>
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<td>Di wöchentl.</td>
<td>16:00 - 18:00</td>
<td>18.10.2016 - 04.02.2017</td>
<td>1502 - 703</td>
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**Kommentar**

In this course students will practice their skills in the analysis of fictional texts (acquired in the “Introduction to Literary Studies”) on two of Jane Austen’s well-known novels and a range of non-fictional material.

Jane Austen is one of the most influential British novelists. Her novels explore a variety of topics such as gender roles and love, courtship and marriage, property and social class, sensibility and reason. In this seminar we will address these and other topics as well as questions concerning language and style (free indirect discourse and irony), character and setting.

Two of her novels, i.e. *Pride and Prejudice* (1813) and *Emma* (1816), will be subject to in-depth analysis. We will locate the texts in their wider social, historical and cultural contexts and briefly discuss some of their novelistic and cinematographic adaptations in WiSe 2016/17
the 20th and the 21st centuries such as the 2016 film version of Graham Smith’s mashup *Pride and Prejudice and Zombies* (2016).

**Bemerkung**

*Registration* – StudIP 01.09.2016 - 30.09.2016 ● *Assessment Tasks* – will be specified in class ● *Prerequisites* – AmerBritF1 ● *Size restriction* – 40 ● *Further information* – jana.gohrisch@engsem.-

**Literatur**

*Required Reading:*

Jane Austen. *Pride and Prejudice* (1813)

Jane Austen. *Emma* (1816)

Students who wish to attend this course should purchase the novels in well-annotated Penguin or Oxford Classics editions and read one of them before the course starts.

The non-fiction covered in the seminar will be provided either on StudIP or in a reader available from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

**Selected 20th-Century Children’s Fiction**

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

Bennett, Peter

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<td>12:00 - 14:00</td>
<td>20.10.2016 - 04.02.2017</td>
<td>1502 - 703</td>
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</table>

**Kommentar**

Our scrutiny of two novels from each of the so-called second and third golden ages of children’s literature will lead us to consider a variety of literary-theoretical aspects, including modes and sub-genres of story-telling, ideology, and intertextuality. We shall pay attention to the particular relevance of these aspects to children’s fiction. We shall aim to understand how the fictions construct childhood both in their protagonists and in the implicit young readers. And we shall discuss, where relevant, the phenomenon of so-called crossover fiction, which is defined by its supposed appeal to adults as well as to children.

Those who sign up for the seminar should expect to copy with a large volume of reading, extending beyond the mandatory texts listed below. Students will need to possess the following novels.

**Bemerkung**

*Registration* – StudIP 01.09.2016 - 30.09.2016 ● *Assessment Tasks* – will be specified in class ● *Prerequisites* – AmerBritF1 ● *Size restriction* – 40 ● *Further information* – peter.bennett@engsem.-

**Literatur**

C.S. Lewis (1950). *The Lion, the Witch and the Wardrobe*. Any edition


**Advanced Literature and Culture (AmerA/BritA)**

**AmerA**

**Classical Hollywood Film**

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

Brasch, Ilka

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**Kommentar**

In this course we will be concerned with what has been termed ‘Classical Hollywood,’ that is, the time between the 1920s and the 1950s in American film. These are the decades of studio-era film, in which large studios dominate film production and produce features that become part of what today we recognize as typical Hollywood conventions with a distinctive language of cinematic storytelling. However, this era is also marked by technological and stylistic transitions, such as the introduction of film sound or the use of

WiSe 2016/17 13
Englisches Seminar

color. We will view a selection of films from the time, including for instance "Stella Dallas" (King Vidor, 1937) and "Rebel Without a Cause" (Nicholas Ray, 1955). We will study these films both in their respective historical contexts and within a broader theoretical and conceptual framework of film studies – for instance with relation to Hollywood’s particularly ‘melodramatic mode’ of storytelling.

**Mass Culture and Modernity**

Seminar, SWS: 2, Max. Teilnehmer: 30
Mayer, Ruth

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<th>Mon, wöchentl.</th>
<th>10:00 - 12:00</th>
<th>17.10.2016 - 04.02.2017</th>
<th>1502 - 609</th>
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**Kommentar**

In this course we will be concerned with the emergence of mass culture as an American phenomenon with global reach. We will be discussing theories of mass culture in their formation throughout the 19th and 20th centuries, and review them against the practices of mass cultural institutions (the minstrel stage, vaudeville, amusement parks, cinemas, music halls) and mass cultural expression (comics, films, pulp novels). A strong focus will be on the period between 1880 and 1930, as the foundational period of a commercialized and mass-produced American entertainment culture. Please register on StudIP between Sept. 1-30.

**The Global Queer**

Seminar, SWS: 2, Max. Teilnehmer: 30
Oldehus, Anna-Lena

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<td>Sa</td>
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<td>1502 - 609</td>
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**Kommentar**

In this class we will look at historical and contemporary conceptions of queerness and other non-normative forms of gender and sexually. Thereby, we will approach these concepts from a postcolonial perspective in order to highlight dynamics, challenges, and contradictions within the emancipation process. As a basis we will look at theoretical texts and concepts concerning sexuality to then examine contemporary debates about phenomena such as “white gayness”, marriage rights, and coming-outs.

**BritA**

**Contemporary Asian British Cultures**

Seminar, SWS: 2, Max. Teilnehmer: 40
Gohrisch, Jana

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<th>18.10.2016 - 04.02.2017</th>
<th>1502 - 609</th>
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WiSe 2016/17
In this course students will practice their skills in literary analysis (acquired in the “Introduction to Literary Studies”) as well as in film analysis on a variety of texts and films by British Asians from the 1990s up to today.

Starting with a brief introduction into questions of terminology and the history of migration from Asia to Britain, we shall explore diasporic writing and its metropolitan reception, employing postcolonial concepts such as orientalism, othering and cultural hybridity. The viewing and reading programme for this course will comprise the following works: sketches from the comedy series *Goodness Gracious Me* (1998), Hanif Kureishi’s *The Buddha of Suburbia* (1990), Salman Rushdie’s short story “Chekov and Zulu” (1994) and the feature film *East is East* (1999). While this film presents a story of growing up male and Muslim in northern Britain, Monica Ali’s much acclaimed realist novel *Brick Lane* (2003) chronicles immigrant life in London from a female perspective. The course will conclude with a selection of poetry from Daljit Nagra’s prize-winning collection *Look We Have Coming to Dover* (2007).

**Required Reading:**


Please buy the novels and read at least one of them before the course begins.

A reader with Rushdie’s short story, Nagra’s poems and additional material will be available either on StudIP or from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

Laurence Sterne: The Life and Opinions of Tristram Shandy, Gentleman

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

Bennett, Peter

Do wochentl. 14:00 - 16:00 20.10.2016 - 04.02.2017 1502 - 703

Published between 1759 and 1767, *Tristram Shandy* is one of the most extraordinary novels in the English language. Humourously and humanely satirical, but not bitterly so, its influences include the work of Cervantes, Rabelais, Montaigne, and Swift. It is often considered to be a forerunner of certain innovative novels of the 20th century. Produced in a period when the “classical” novel was taking shape, it does not offer the narrative continuities of that emerging genre. Nor, therefore, does it attempt to seduce the reader into the fictional world of the story. On the contrary, the text of *Tristram Shandy* continually and playfully emphasizes the performative nature of narration and the physical reality of printing ink on paper. The basic storyline is overwhelmed by the digressions and, when retrieved, proves paltry and aimless. As it was doubtless meant to be. The whole work is what is known in English as a shaggy-dog story or, as the closing line suggests, a cock-and-bull story. Which is not to say that it must therefore be frivolous. We may well discover a particular anti-dogmatic sanity behind the apparent craziness when we explore not only the intrinsic workings of the book but also extrinsic matters such as historical contexts, cultural influences and aspects of Sterne’s personal life. But, like *Tristram Shandy* itself, the seminar will not attempt to impose conclusions or achieve closure.
You should get hold of the Penguin Classics text which was first published in 1997 and reissued in 2003, edited by Melvin and Joan New and based on the so-called Florida Edition. Do not confuse this with earlier Penguin editions.

**Reading Early Modern British Classics**

Seminar, SWS: 2, Max. Teilnehmer: 40
Gohrisch, Jana

**Kommentar**

In this course, we shall explore the social and political, cultural and literary developments from the end of the Wars of the Roses in 1485 to the Glorious Revolution in 1688/89, dealing with the Tudor and Stuart monarchy, the reformation and Puritanism, and the rise of the middle classes.

In addition to watching and discussing parts of Simon Schama's BBC *History of Britain* series, we will read Thomas More's famous prose text *Utopia* (1516) and sonnets as well as other poems by Wyatt, Sidney, Spenser, Shakespeare and John Donne. The most prominent reading will be Shakespeare’s tragedy *Othello* (performed c. 1604), which will be of interest to us, under the theoretical paradigm of New Historicism, for its treatment of gender, class and race. Throughout the course, we shall use the analytical categories acquired in the ‘Introduction to Literary Studies’.

**Bemerkung**

BritA / AAS2 / Interdisziplinär: Gender Studies, Transformation Studies / Atlantic Studies: WP Ungleichheit, Herrschaft und Differenz

**Registration** – StudIP 01.09.2016 - 30.09.2016 ● **Assessment Tasks** – will be specified in class ● **Prerequisites** – completed Foundations Literature and Culture Module (for FüBA students) ● **Size restriction** – 40 ● **Further information** – jana.gohrisch@engsem.

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**Survey of Literary Theories**

Seminar, SWS: 2, Max. Teilnehmer: 35
Grünkemeier, Ellen

**Kommentar**

This seminar will introduce students to 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, New Historicism and Cultural Materialism, Post-Structuralism and Deconstruction, Feminism and Gender Studies and Postcolonial Theory. Charlotte Brontë's novel *Jane Eyre* (1847) will serve as the central literary text to which we will apply the theories.

In preparation for class students will be required to familiarise themselves with the key ideas of the respective approaches and read selected theoretical texts by some of their main representatives.

In class, we will then discuss and systematise these ideas and apply them to *Jane Eyre* in order to demonstrate the practical value of the theories and to practise their terminologies.

**Bemerkung**

BritA

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**Literatur**

Required Reading:


Please read the play during the term break, i.e. before the course starts.

Although the *Norton Anthology* contains all the texts (except *Othello*), More's *Utopia* and the poems as well as additional material on Shakespeare's play will be provided in a reader available from Copyshop Stork (Körnerstraße 3) from October 17, 2016.
A reader with the theoretical texts covered in the seminar will be available from Copyshop Storck (Körnerstraße 3) from October 11, 2016

*Registration* – StudIP 01.09.2016 - 30.09.2016 ● *Assessment Tasks* – will be specified in class ● *Size restriction* – 35 ● *Prerequisites* – completed Foundations Literature and Culture Module (for FüBA students) ● *Further Information* – ellen.gruenkemeier@engsem.~

**Literatur**

Students are strongly advised to read *Jane Eyre* prior to the first class meeting. Please buy the Norton Critical Edition of *Jane Eyre* (ed. by Richard Dunn) as well as Peter Barry's introductory textbook.

A reader with the theoretical texts covered in the seminar will be made available.

**Required Reading:**


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### The New Nigerian Novel

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

**Pardey, Hannah**

**Do wöchentl. 10:00 - 12:00 20.10.2016 - 04.02.2017 1502 - 609**

**Kommentar**

Critics who explore the literary output of contemporary Nigerian authors, from Chimamanda Ngozi Adichie and Helon Habila to Sefi Atta and Chris Abani, do so under the catchphrase 'Third Generation Nigerian Literature'. First coined by Pius Adesanmi and Chris Dunton, the term refers to a growing body of literary texts that differ markedly from those by preceding generations of Nigerian writers. In their introduction to a special issue of *English in Africa* (2005), they define the third generation as occupied with “nomadism, exile, displacement, and deracination” (16) as opposed to the anticolonial 'writing back' strategies that characterized earlier literary projects.

Seeking to familiarize students with the key concepts of and recent debates within Postcolonial Studies, we shall read Chinua Achebe's internationally acclaimed classic *No Longer at Ease* (1960) before investigating how two third-generation authors redefine the thematic and aesthetic concerns of a Nigerian writing tradition. Achebe's novel is set on the heels of Nigeria's independence and deals with the havoc colonial rule wreaked on Igbo society and culture. Both Adichie's *Half of a Yellow Sun* (2006) and Helon Habila's *Measuring Time* (2007) allude to Achebe to inquire into the implications of negotiating Nigeria's violent history for a Euro-American audience. On the fictional level, the novels suggest a new kind of historiographic writing that centres on the everyday lives of ordinary people.

**Bemerkung**

BritA / AAS3, AAS5 / Atlantic Studies: WP Globalisierung und transkulturelle Räume

*Registration* – StudIP 1.9.2016 - 30.9.2016 ● *Assessment Tasks* – will be specified in class ● *Prerequisites* – AmerBritF1 ● *Size restriction* – 30 ● *Further information* – hannah.pardey@engsem.~

**Literatur**

**Required Reading:**

Please buy Chinua Achebe’s *No Longer at Ease* (1960), Chimamanda Ngozi Adichie’s *Half of a Yellow Sun* (2006) and Helon Habila’s *Measuring Time* (2007) and read at least Achebe prior to class.

All other texts covered in the seminar will be available in a reader (Copyshop Stork, Körnerstraße 3) or on StudIP.

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### Focus Module (AmerA/BritA/LingA1/LingA2)

**AmerA**

**Classical Hollywood Film**
Englisches Seminar
Seminar, SWS: 2, Max. Teilnehmer: 40
Brasch, Ilka

Mi wöchentl. 12:00 - 14:00 19.10.2016 - 04.02.2017 1502 - 609
Kommentar
In this course we will be concerned with what has been termed ‘Classical Hollywood,’ that is, the time between the 1920s and the 1950s in American film. These are the decades of studio-era film, in which large studios dominate film production and produce features that become part of what today we recognize as typical Hollywood conventions with a distinctive language of cinematic storytelling. However, this era is also marked by technological and stylistic transitions, such as the introduction of film sound or the use of color. We will view a selection of films from the time, including for instance Stella Dallas (King Vidor, 1937) and Rebel Without a Cause (Nicholas Ray, 1955). We will study these films both in their respective historical contexts and within a broader theoretical and conceptual framework of film studies – for instance with relation to Hollywood’s particularly ‘melodramatic mode’ of storytelling.

Bemerkung
AmerA, AAS2, AAS4
ilka.brasch@engsem.~

The Global Queer
Seminar, SWS: 2, Max. Teilnehmer: 30
Oldehus, Anna-Lena

Fr Einzel 14:00 - 18:00 20.01.2017 - 20.01.2017 1502 - 609
Sa Einzel 10:00 - 16:00 21.01.2017 - 21.01.2017 1502 - 615
Block +SaSo 14:00 - 18:00 27.01.2017 - 28.01.2017 1502 - 609
Kommentar In this class we will look at historical and contemporary conceptions of queerness and other non-normative forms of gender and sexually. Thereby, we will approach these concepts from a postcolonial perspective in order to highlight dynamics, challenges, and contradictions within the emancipation process.

As a basis we will look at theoretical texts and concepts concerning sexuality to then examine contemporary debates about phenomena such as “white gayness”, marriage rights, and coming-outs.

Bemerkung
AmerA, AAS3, AAS5
This class can be accredited for the Studienschwerpunkt Gender Studies.
Registration – StudIP / Size restriction – 30 / Further Information –
anna-lena.oldehus@engsem.~

BritA
Contemporary Asian British Cultures
Seminar, SWS: 2, Max. Teilnehmer: 40
Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 18.10.2016 - 04.02.2017 1502 - 609
Kommentar
In this course students will practice their skills in literary analysis (acquired in the “Introduction to Literary Studies”) as well as in film analysis on a variety of texts and films by British Asians from the 1990s up to today.

Starting with a brief introduction into questions of terminology and the history of migration from Asia to Britain, we shall explore diasporic writing and its metropolitan reception, employing postcolonial concepts such as orientalism, othering and cultural hybridity. The viewing and reading programme for this course will comprise the following works: sketches from the comedy series Goodness Gracious Me (1998), Hanif Kureishi’s The Buddha of Suburbia (1990), Salman Rushdie’s short story “Chekov and Zulu” (1994) and
the feature film *East is East* (1999). While this film presents a story of growing up male and Muslim in northern Britain, Monica Ali’s much acclaimed realist novel *Brick Lane* (2003) chronicles immigrant life in London from a female perspective. The course will conclude with a selection of poetry from Daljit Nagra’s prize-winning collection *Look We Have Coming to Dover* (2007).

**Required Reading:**

Please buy the novels and read at least one of them before the course begins.

A reader with Rushdie’s short story, Nagra’s poems and additional material will be available either on StudIP or from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

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**Laurence Sterne: The Life and Opinions of Tristram Shandy, Gentleman**

Seminar, SWS: 2, Max. Teilnehmer: 40
Bennett, Peter

*Do wöchentl. 14:00 - 16:00 20.10.2016 - 04.02.2017 1502 - 703*

**Kommentar**
Published between 1759 and 1767, *Tristram Shandy* is one of the most extraordinary novels in the English language. Humourously and humanely satirical, but not bitterly so, its influences include the work of Cervantes, Rabelais, Montaigne, and Swift. It is often considered to be a forerunner of certain innovative novels of the 20th century. Produced in a period when the “classical” novel was taking shape, it does not offer the narrative continuities of that emerging genre. Nor, therefore, does it attempt to seduce the reader into the fictional world of the story. On the contrary, the text of *Tristram Shandy* continually and playfully emphasizes the performative nature of narration and the physical reality of printing ink on paper. The basic storyline is overwhelmed by the digressions and, when retrieved, proves paltry and aimless. As it was doubtless meant to be. The whole work is what is known in English as a shaggy-dog story or, as the closing line suggests, a cock-and-bull story. Which is not to say that it must therefore be frivolous. We may well discover a particular anti-dogmatic sanity behind the apparent craziness when we explore not only the intrinsic workings of the book but also extrinsic matters such as historical contexts, cultural influences and aspects of Sterne’s personal life. But, like *Tristram Shandy* itself, the seminar will not attempt to impose conclusions or achieve closure.

**Bemerkung**
BritA / AAS2

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students) ● Size restriction – 40 ● Further information – peter.bennett@engsem.-

**Literatur**
You should get hold of the Penguin Classics text which was first published in 1997 and reissued in 2003, edited by Melvin and Joan New and based on the so-called Florida Edition. Do not confuse this with earlier Penguin editions.

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**Reading Early Modern British Classics**

Seminar, SWS: 2, Max. Teilnehmer: 40
Gohrisch, Jana

*Mi wöchentl. 10:00 - 12:00 19.10.2016 - 04.02.2017 1502 - 703*
In this course, we shall explore the social and political, cultural and literary developments from the end of the Wars of the Roses in 1485 to the Glorious Revolution in 1688/89, dealing with the Tudor and Stuart monarchy, the reformation and Puritanism, and the rise of the middle classes.

In addition to watching and discussing parts of Simon Schama's BBC History of Britain series, we will read Thomas More’s famous prose text Utopia (1516) and sonnets as well as other poems by Wyatt, Sidney, Spenser, Shakespeare and John Donne. The most prominent reading will be Shakespeare’s tragedy Othello (performed c. 1604), which will be of interest to us, under the theoretical paradigm of New Historicism, for its treatment of gender, class and race. Throughout the course, we shall use the analytical categories acquired in the ‘Introduction to Literary Studies’.

Required Reading:


William Shakespeare. Othello (Arden edition)

Please read the play during the term break, i.e. before the course starts.

Although the Norton Anthology contains all the texts (except Othello), More’s Utopia and the poems as well as additional material on Shakespeare’s play will be provided in a reader available from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

Survey of Literary Theories

Seminar, SWS: 2, Max. Teilnehmer: 35
Grünkemeier, Ellen

Di wöchentl. 10:00 - 12:00 18.10.2016 - 01.02.2017 1502 - 613

This seminar will introduce students to 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, New Historicism and Cultural Materialism, Post-Structuralism and Deconstruction, Feminism and Gender Studies and Postcolonial Theory. Charlotte Brontë’s novel Jane Eyre (1847) will serve as the central literary text to which we will apply the theories.

In preparation for class students will be required to familiarise themselves with the key ideas of the respective approaches and read selected theoretical texts by some of their main representatives.

In class, we will then discuss and systematise these ideas and apply them to Jane Eyre in order to demonstrate the practical value of the theories and to practise their terminologies.

A reader with the theoretical texts covered in the seminar will be available from Copyshop Storck (Körnerstraße 3) from October 11, 2016

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students) ● Size restriction – 35 ● Further information – ellen.gruenkemeier@engsem.~

Literatur

Students are strongly advised to read Jane Eyre prior to the first class meeting. Please buy the Norton Critical Edition of Jane Eyre (ed. by Richard Dunn) as well as Peter Barry’s introductory textbook.

A reader with the theoretical texts covered in the seminar will be made available.
Englisches Seminar

Required Reading:


The New Nigerian Novel

Seminar, SWS: 2, Max. Teilnehmer: 30
Pardey, Hannah

**Kommentar**
Critics who explore the literary output of contemporary Nigerian authors, from Chimamanda Ngozi Adichie and Helon Habila to Sefi Atta and Chris Abani, do so under the catchphrase ‘Third Generation Nigerian Literature’. First coined by Pius Adesanmi and Chris Dunton, the term refers to a growing body of literary texts that differ markedly from those by preceding generations of Nigerian writers. In their introduction to a special issue of *English in Africa* (2005), they define the third generation as occupied with “nomadism, exile, displacement, and deracination” (16) as opposed to the anticolonial ‘writing back’ strategies that characterized earlier literary projects.

Seeking to familiarize students with the key concepts of and recent debates within Postcolonial Studies, we shall read Chinua Achebe’s internationally acclaimed classic *No Longer at Ease* (1960) before investigating how two third-generation authors redefine the thematic and aesthetic concerns of a Nigerian writing tradition. Achebe’s novel is set on the heels of Nigeria’s independence and deals with the havoc colonial rule wreaked on Igbo society and culture. Both Adichie’s *Half of a Yellow Sun* (2006) and Helon Habila’s *Measuring Time* (2007) allude to Achebe to inquire into the implications of negotiating Nigeria’s violent history for a Euro-American audience. On the fictional level, the novels suggest a new kind of historiographic writing that centres on the everyday lives of ordinary people.

**Bemerkung**
BritA / AAS3, AASS / Atlantic Studies: WP Globalisierung und transkulturelle Räume

*Registration* – StudIP 1.9.2016 - 30.9.2016 ● *Assessment Tasks* – will be specified in class ● *Prerequisites* – AmerBritF1 ● *Size restriction* – 30 ● *Further information* – hannah.pardey@engsem.

Literatur

**Required Reading:**

Please buy Chinua Achebe’s *No Longer at Ease* (1960), Chimamanda Ngozi Adichie’s *Half of a Yellow Sun* (2006) and Helon Habila’s *Measuring Time* (2007) and read at least Achebe prior to class.

All other texts covered in the seminar will be available in a reader (Copyshop Stork, Körnerstraße 3) or on StudIP.

LingA1

Face and Rapport Management

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

**Kommentar**
We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans ‘encode’ states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments. This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest. The seminar will offer an account of a wide range of politeness phenomena in English,
Englisches Seminar

illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources. We will take a pragmatic approach that is based on the controversial notion that politeness is equivalent to communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms ‘polite’ or ‘impolite’ to linguistic phenomena. We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony (‘mock politeness’) and banter (‘mock impoliteness’).

Bemerkung

Size restriction – 25
Prerequisites – LingF1-LingF4 (FüBA)

Further information – rainer.schulze@engsem.uni-hannover.de

Literatur

The following textbook will be used in class and is recommended for purchase:


Please make sure that you order your copy of the book asap.

Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

Linguistic Theories of Humor

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Di wöchentl. 10:00 - 12:00 18.10.2016 - 04.02.2017 1502 - 703

Kommentar

How are humorous meanings generated and interpreted? Understanding a joke involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke (a matter of pragmatics). This seminar will introduce and (sometimes) critique a wide range of semantic and pragmatic theories in relation to humour, such as Arthur Koestler’s bisociation theory of humour, Victor Raskin’s script-based theory of jokes, the General Theory of Verbal Humor by Victor Raskin and Salvatore Attardo and the attempt of testing this approach by Willibald Ruch, Salvatore Attardo’s Linear Theory of Humor, the analysis of puns by Salvatore Attardo, the relationship between humour and pragmatic maxims as explored by Herbert P. Grice, Dan Sperber and Deirdre Wilson, etc. Each theory will be complemented by discussion topics, countless jokes as linguistic examples and suggestions for further reading and will thus encourage a critical approach to semantic and pragmatic issues. Beware, attending this seminar is no laughing matter…

Bemerkung

Size restriction – 25
Prerequisites – LingF1-LingF4 (FüBA)

Further information – rainer.schulze@engsem.uni-hannover.de

Literatur

A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

Phraseology and Culture

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer
The proposition that there is a correlation between language and culture or culture-specific ways of thinking can be traced back to the views of Herder and von Humboldt in the late 18th and early 19th centuries. It was most explicitly formulated, however, by the German-American linguist and anthropologist Edward Sapir in various publications from 1929 onward (re-published posthumously in 1949 under the title Selected Writings of Edward Sapir in Language, Culture and Personality), and in the writings of his pupil Benjamin Lee Whorf (republished posthumously in 1956 as Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf). The Sapir-Whorf hypothesis, as it came to be called, expresses the notion that different languages lead their speakers to different conceptualizations of the same extralinguistic reality, which seems to be most evident in the way that reality is segmented by the lexicon.

Even though few linguists would fully agree with a strict reading of the Sapir-Whorf hypothesis today, it is generally accepted that a language, especially its lexicon, influences its speakers’ cultural patterns of thought and perception in various ways, for example through a culture-specific segmentation of the extralinguistic reality, the frequency of occurrence of particular lexical items, or the existence of keywords or key word combinations revealing core cultural values. Nevertheless, the exact workings of the link between language and culture are still poorly understood. The few specific theoretical frameworks that do exist are often felt to be inadequate, and the research methodology is only insufficiently developed.

The aim of this advanced seminar, then, will be to explore the cultural dimension of a wide range of pre-constructed or semi-pre-constructed word combinations in English. These will include highly opaque multiword units of the kick-the-bucket type, collocations, irreversible binominals, phrasal verbs, compounds, metaphorical expressions, similes, proverbs, familiar quotations, clichés, slogans, expletives, and discourse markers such as politeness formulae (all of which have been subsumed under phraseology, or under idiom in the Anglo-American linguistic tradition), types of word combinations (e.g. proverbs and similes), use-related varieties (such as the language of tourism or answering-machine messages), and user-related varieties (such as Aboriginal English or African English).

Bemerkung
LingA1, FAL 2

Size restriction – 25

Prerequisites – LingF1-LingF4 (FüBA)

Further information – rainer.schulze@engsem.uni-hannover.de

Literatur
A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

LingA2
Applied Cognitive Linguistics (Blockseminar Ying-Hsueh Hu): Applications and Implications of CL in SLA, Cross-cultural and Social Studies

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

Di Einzel 09:00 - 17:00 11.10.2016 - 11.10.2016 1502 - 703
Di Einzel 09:00 - 17:00 11.10.2016 - 11.10.2016 1502 - 214
Mi Einzel 09:00 - 17:00 12.10.2016 - 12.10.2016 1502 - 703
Mi Einzel 09:00 - 17:00 12.10.2016 - 12.10.2016 1502 - 214
Do Einzel 09:00 - 17:00 13.10.2016 - 13.10.2016 1502 - 703
Do Einzel 09:00 - 17:00 13.10.2016 - 13.10.2016 1502 - 214
Fr Einzel 09:00 - 17:00 14.10.2016 - 14.10.2016 1502 - 703
Fr Einzel 09:00 - 17:00 14.10.2016 - 14.10.2016 1502 - 214

Kommentar
This is a course to raise the awareness of a discipline that has come to be known as
“Cognitive Linguistics” (CL) and in what way this discipline has influenced investigations into semantics, syntax and vocabulary. Thanks to this perspective, the whole issue of language acquisition has been brought into a new light. Therefore, the aim of the course is to explore research in CL and first/second language learning and how this knowledge may be applied to language teaching.

The course will consist of a core component on the major tenets of CL, such as prototypes, basic level concepts, metaphors, metonymies, image schemas and motion event structures through the investigation of several research studies on the nature of language and language development. Also, the course will provide opportunities to examine and discuss the empirical evidence on the applications of these CL principles to second/foreign language teaching and learning. Students will be given hands-on-training to conduct their own analyses at the end of each session and design teaching materials for their current or future classroom as a small-scale group project to be presented on the final day of the course. The language teaching areas that will be examined include, but are not limited to, English basic level words, propositions, lexical chunks (e.g., phrasal verbs and idioms), modal verbs, syntax for motion events, and tenses/aspects. Although the course focuses on the pedagogical application of CL, applications to cross-cultural learning and socio as well as political discourse analysis will also be briefly introduced.

Bemerkung
LingA2, FAL 7
Dozentin: Ying-hsueh Hu, Tamkang University, Taiwan

LinguA³
Seminar, SWS: 2
Altendorf, Ulrike| Mathias, Alexa

Di wöchentl. 16:00 - 18:00 25.10.2016 - 01.02.2017 1502 - 113
Di Einzel 18:00 - 20:00 15.11.2016 - 15.11.2016 1502 - 103
Di Einzel 18:00 - 20:00 06.12.2016 - 06.12.2016 1502 - 103
Di Einzel 18:00 - 20:00 10.01.2017 - 10.01.2017 1502 - 103
Kommentar

Vortragsthemen und -termine im WS 2016/17:
15.11.16, 18 Uhr: Dr. François Conrad (LUH): „Luxemburgisch“
06.12.16, 18 Uhr, Prof. Dr. Jane Stuart-Smith (University of Glasgow): (Titel wird noch bekanntgegeben)
10.01.17, 18 Uhr: Dr. Oliver Herbst, Ansbach: „Diesseits und jenseits der Fachsprache: Medizinische Beratungssendungen im Hörfunk“

Bemerkung
Teilnehmerzahl: 25.

Literatur
Wird im Seminar bekanntgegeben, teilweise über Stud.IP verfügbar gemacht.

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

Di wöchentl. 14:00 - 16:00 18.10.2016 - 04.02.2017 1502 - 703
**Sociolinguistic Typology**

This course will present Peter Trudgill’s recently developed theories of sociolinguistic typology and new dialect formation as well as a selection of socio-historical case studies to which they will be applied.


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/](http://soundsofthecity.arts.gla.ac.uk/)), with some additional materials for the ethnic Glasgow Asian (‘Glaswegian’) accent.

N.B.: Please note that you need to bring a laptop or comparable net-enabled device with headphones to work with in class.

We have seen that fine-grained aspects of speech 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/](http://soundsofthecity.arts.gla.ac.uk/)), with some additional materials for the ethnic Glasgow Asian (‘Glaswegian’) accent.

N.B.: Please note that you need to bring a laptop or comparable net-enabled device with headphones to work with in class.
Lehrveranstaltungen einmalig fernbleiben. Sollte die Lehrenden dieser Veranstaltung eine Bescheinigung wünschen, wenden Sie sich bitte an mich, sobald Sie ein regulärer Seminarteilnehmer sind.

**Foundations Language Practice (SP1/SP2)**

**SP1**
**Vocabulary and Pronunciation (Group 1)**

Seminar, SWS: 2, Max. Teilnehmer: 20  
Gans, Anne

Mo wöchentlich 12:00 - 14:00 24.10.2016 - 04.02.2017 1502 - 615  
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**  
Prerequisites – none  
Size Restriction: 20

Assessment Tasks – SL: regular homework tasks, test  
Further Information – anne.gans@engsem.~

**Vocabulary and Pronunciation (Group 2)**

Seminar, SWS: 2, Max. Teilnehmer: 20  
Foster, Darren Paul

Di wöchentlich 12:00 - 14:00 25.10.2016 - 04.02.2017 1502 - 709  
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**  
Prerequisites – none  
Size Restriction. 20

Assessment Tasks – SL: regular homework tasks, test  
Further Information – darren.foster@engsem.~

**Vocabulary and Pronunciation (Group 3)**

Seminar, SWS: 2, Max. Teilnehmer: 20  
Foster, Darren Paul

Mi wöchentlich 08:00 - 10:00 26.10.2016 - 04.02.2017 1502 - 615  
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**

Prerequisites – none


Size Restriction: 20

**Assessment Tasks** – SL: regular homework tasks, test

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

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### Vocabulary and Pronunciation (Group 4)

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

Foster, Darren Paul

**Do wöchentl.** 08:00 - 10:00 27.10.2016 - 04.02.2017  1502 - 703

**Kommentar**

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

**Bemerkung**

Prerequisites – none


Size Restriction: 20

**Assessment Tasks** – SL: regular homework tasks, test

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

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### Vocabulary and Pronunciation (Group 5)

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

Foster, Darren Paul

**Do wöchentl.** 10:00 - 12:00 27.10.2016 - 04.02.2017  1502 - 703

**Kommentar**

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

**Bemerkung**

Prerequisites – none


Size Restriction: 20

**Assessment Tasks** – SL: regular homework tasks, test

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

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### Vocabulary and Pronunciation (Group 6)

**WiSe 2016/17**
Englisches Seminar

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne

<table>
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<th>Tag</th>
<th>Einzel</th>
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<td>Fr</td>
<td>wöchentl.</td>
<td>10:00 - 12:00</td>
<td>28.10.2016 - 04.02.2017</td>
<td>1502 - 615</td>
</tr>
</tbody>
</table>

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

Bemerkung
SP1
Prerequisites – none
Size Restriction: 20

Assessment Tasks – SL: regular homework tasks, test
Further Information – anne.gans@engsem.

Vocabulary and Pronunciation (Group 7)

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne

<table>
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<td>1502 - 615</td>
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</tbody>
</table>

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

Bemerkung
SP1
Prerequisites – none
Size Restriction: 20

Assessment Tasks – SL: regular homework tasks, test
Further Information – anne.gans@engsem.

SP2
Grammar (Blockseminar)

Seminar, Max. Teilnehmer: 25
Foster, Darren Paul

<table>
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<td>Mo</td>
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<td>10:00 - 15:00</td>
<td>10.10.2016 - 10.10.2016</td>
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<td>10:00 - 15:00</td>
<td>13.10.2016 - 13.10.2016</td>
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<td>10:00 - 11:30</td>
<td>14.10.2016 - 14.10.2016</td>
<td>1502 - 613</td>
</tr>
</tbody>
</table>

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

Bemerkung
SP2
Prerequisites – SP1
Registration – StudIP
Advanced Language Practice (SP3/SP4)

SP3
Composition (Group 1)

Seminar, SWS: 2
Foster, Darren Paul

Mo wöchentl. 08:00 - 10:00 17.10.2016 - 04.02.2017 1502 - 703
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 Prerequisites – SP1 + SP2 (Foundations Language Practice)
Assessment Tasks – SL: two written tasks
Size Restriction - 18
Further Information – darren.foster@engsem.~

Composition (Group 2)

Seminar Foster, Darren Paul

Mo wöchentl. 10:00 - 12:00 17.10.2016 - 04.02.2017 1502 - 709
Kommentar This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

Bemerkung Prerequisites – SP1 + SP2 (Foundations Language Practice)
Assessment Tasks – SL: two written tasks
Size Restriction - 18
Further Information – darren.foster@engsem.~

Composition (Group 3)

Seminar Foster, Darren Paul

Di wöchentl. 08:00 - 10:00 18.10.2016 - 04.02.2017 1502 - 709
Kommentar This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

Bemerkung Prerequisites – SP1 + SP2 (Foundations Language Practice)
Assessment Tasks – SL: two written tasks
Size Restriction - 18
### Composition (Group 4)

**Seminar**  
Schneller, Jill

**Di** wöchentl. 10:00 - 12:00 18.10.2016 - 04.02.2017  1502 - 709

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

**Bemerkung**  
*Prerequisites* – SP1 + SP2 (Foundations Language Practice)  
*Assessment Tasks* – SL: two written tasks  
Size Restriction - 18  
*Further Information* – jill.schneller@engsem.~

### Composition (Group 5)

**Seminar**  
Schneller, Jill

**Di** wöchentl. 12:00 - 14:00 18.10.2016 - 04.02.2017  1502 - 613

**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**  
*Prerequisites* – SP1 + SP2 (Foundations Language Practice)  
*Assessment Tasks* – SL: two written tasks  
Size Restriction - 18  
*Further Information* – jill.schneller@engsem.~

### Composition (Group 6)

**Seminar**  
Schneller, Jill

**Mi** wöchentl. 10:00 - 12:00 19.10.2016 - 04.02.2017  1502 - 709

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

**Bemerkung**  
*Prerequisites* – SP1 + SP2 (Foundations Language Practice)  
*Assessment Tasks* – SL: two written tasks  
Size Restriction - 18  
*Further Information* – jill.schneller@engsem.~

### Composition (Group 7)

**Seminar**  
Bennett, Peter

WiSe 2016/17
Englisches Seminar

Do wöchentl. 10:00 - 12:00 20.10.2016 - 04.02.2017 1502 - 709
Kommentar This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

Bemerkung Prerequisites – SP1 + SP2 (Foundations Language Practice)
Assessment Tasks – SL: two written tasks
Size Restriction - 18
Further Information – jill.schneller@engsem.

SP4 Advanced Composition (Blockseminar)

Seminar, Max. Teilnehmer: 20
Schneller, Jill

Mo Einzel 09:00 - 12:15 13.02.2017 - 13.02.2017 1502 - 615
Mi Einzel 09:00 - 12:15 15.02.2017 - 15.02.2017 1502 - 615
Mo Einzel 09:00 - 12:15 20.02.2017 - 20.02.2017 1502 - 615
Mi Einzel 09:00 - 12:15 22.02.2017 - 22.02.2017 1502 - 615
Mo Einzel 09:00 - 12:15 27.02.2017 - 27.02.2017 1502 - 615
Mi Einzel 09:00 - 12:15 01.03.2017 - 01.03.2017 1502 - 615
Mo Einzel 09:00 - 12:15 06.03.2017 - 06.03.2017 1502 - 615
Mi Einzel 09:00 - 12:15 15.03.2017 - 15.03.2017 1502 - 615
Kommentar This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary, and grammar will be discussed as necessary.

Bemerkung SP4
Registration – StudIP (by 31.01.2017 for Blockkurse) / Size restriction: 20 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Further Information – jill.schneller@engsem.

SP4 Advanced Composition (Blockseminar)

Seminar, Max. Teilnehmer: 20
Schneller, Jill

Di Einzel 09:00 - 12:15 14.02.2017 - 14.02.2017 1502 - 615
Do Einzel 09:00 - 12:15 16.02.2017 - 16.02.2017 1502 - 615
Di Einzel 09:00 - 12:15 21.02.2017 - 21.02.2017 1502 - 615
Do Einzel 09:00 - 12:15 23.02.2017 - 23.02.2017 1502 - 615
Di Einzel 09:00 - 12:15 28.02.2017 - 28.02.2017 1502 - 615
Do Einzel 09:00 - 12:15 02.03.2017 - 02.03.2017 1502 - 615
Di Einzel 09:00 - 12:15 07.03.2017 - 07.03.2017 1502 - 615
Di Einzel 09:00 - 12:15 14.03.2017 - 14.03.2017 1502 - 615
Kommentar This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary, and grammar will be discussed as necessary.

Bemerkung SP4
Registration – StudIP (by 31.01.2017 for Blockkurse) / Size restriction: 20 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Further Information – jill.schneller@engsem.

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

Introduction to English Language Teaching

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

**Di** wöchentl. 14:00 - 16:00  
18.10.2016 - 01.02.2017  
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**

DidF1

Registration – StudIP 1.9.2016-30.9.2016 / Size restriction – 30 / Prerequisites – None / Further Information – Gabriele.bell@engsem.uni-hannover.de

**Literatur**

Required Reading:  

This book is recommended. Additional texts will be posted on StudIP.

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**Introduction to English Language Teaching**

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

**Mo** wöchentl. 14:00 - 16:00  
17.10.2016 - 01.02.2017  
1502 - 615

**Bemerkung zur Gruppe**

Klausur: Di, 07.02. (14:00 - 18:00 Uhr, Geb. 1208, R. A001 [Kesselhaus])

**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**

DidF1

Registration – StudIP 1.9.2016-30.9.2016 / Size restriction – 30 / Prerequisites – None / Further Information – stefanie.fuchs@engsem.uni-hannover.de

**Literatur**

Required Reading:  

This book is recommended. Additional texts will be posted on StudIP.
This introductory methodology course is obligatory for all student teachers; we recommend participation in the 3rd/4th semester. The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education.

The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: promoting intercultural communicative competence (ICC); (foreign) language learning as individual and collaborative achievement; developing learner- and learning-centred teaching; supporting task-based learning. The main issues will be introduced, relevant research will be summarized and discussed, and examples of good classroom practice are illustrated.

An optional tutorial will be offered.

Required Reading:
This book is recommended. Additional texts will be posted on StudIP.
Teaching Grammar and Vocabulary

Seminars, SWS: 2, Max. Teilnehmer: 15
Fuchs, Stefanie

Mid-week. 10:00 - 12:00 19.10.2016 - 01.02.2017 1502 - 615

Kommentar
Grammatical competence and word knowledge lead to communicative competence. However, there are divergent opinions on how and when to teach grammar and vocabulary in the foreign language classroom. On the one hand, grammar is simply necessary in language learning and teaching. On the other hand, learners will acquire grammatical structures on their own and it is questionable which structures should be taught at all. In this seminar we will discuss the necessity of explicit grammar teaching as we take a look at the theoretical background, examine various methods, instructions and activities for teaching grammar and vocabulary in the classroom. We also develop our own teaching materials and learning tasks based on observations of EFL classrooms at school. Finally, we will discuss the material with English teachers and plan to test the materials in school.

Bemerkung
DidF2

Literatur
Required Reading:
See course page on StudIP.

Language Practice Elective (SPE1/SPE2) (außerschulisch)

SP E1
Classroom English

Seminar, SWS: 2, Max. Teilnehmer: 25
Gans, Anne

Mo. Mid-week. 10:00 - 12:00 17.10.2016 - 04.02.2017 1502 - 613

Kommentar
This course offers students an insight into teaching in the foreign language classroom by focusing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the Studienleistung), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure. The course is primarily intended for prospective teachers (SK), but students of the “außerschulische” programs are also welcome (SPE).

Bemerkung
SPE:
Assessment Tasks – one written task (lesson plan) and one oral presentation (lesson) (SL), 90-min.exam (PL)
SK:
This course counts for EITHER Bereich A “Sprach-, Medien- und Darstellungskompetenzen” OR Bereich B “Allgemeine Kompetenzen zur Förderung der Berufsbfähigung”.
Assessment Tasks – SL: one written task (lesson plan) and one oral presentation (lesson)

Contemporary Britain

Seminar, Foster, Darren Paul

Mi wöchentl. 12:00 - 14:00 19.10.2016 - 04.02.2017  1502 - 703

Kommentar
Contemporary Britain will introduce you to modern Britain’s most important institutions and its most bewildering contradictions.

This course will provide you with behind-the-scenes-access to modern Britain. By the end of the course, you will know about eurosceptics underneath thatched roofs, binge-drinking in country pubs, and the quality the Brits love most about the Queen: she keeps her mouth shut. If you have ever wondered what makes Britain Britain, this is the course for you.

Please purchase the course book indicated below before the course begins, and bring it – together with a willingness to discuss and present on contemporary issues – to the first session.


Bemerkung
SPE:
Assessment Tasks – various written and oral tasks (SL), 90-min. exam (PL)
Registration - StudIP 01.09. - 30.09.2016

Prerequisites – SP1 + SP2
Size restriction: 25
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 Berufsbeifähigung“.

Assessment Tasks – SL: various written and oral tasks
Prerequisites - none
Size restriction: 25
Further Information - darren.foster@engsem.

Investigating Language Practice through Childrens’s Literature

Seminar, SWS: 2, Max. Teilnehmer: 25
Bennett, Peter

WiSe 2016/17
Englisches Seminar

Mi wöchentl. 10:00 - 12:00 19.10.2016 - 04.02.2017 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 – various written and oral tasks (SL), 90-min. exam (PL)
Size Restriction: 25

Prerequisites – SP1 + SP2
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 Berufsbehaftigung”.
Assessment Tasks – SL: various written and oral tasks
Prerequisites - none
Further Information - peter.bennett@engsem.~

Website Writing (Blockseminar)

| Seminar, SWS: 2, Max. Teilnehmer: 25 |
| Gans, Anne |

| Mo  | Einzel | 09:30 - 15:30 10.10.2016 - 10.10.2016 | 1502 - 615 |
| Mi  | Einzel | 09:30 - 15:30 12.10.2016 - 12.10.2016 | 1502 - 615 |
| Fr  | Einzel | 09:30 - 13:00 14.10.2016 - 14.10.2016 | 1502 - 615 |

Kommentar  Everyone is an expert about their own hobby, interest or passion, whether that is a sport, a craft, a person they admire, or a political or cultural issue. In this course students will have the opportunity to create an informative website about their passion. Students will research, write, correct and edit their texts in class and design the website with the help of a free program at home (knowledge of programming language is not required). There will be exercises and mini-lessons on grammar, register and vocabulary as well as peer-editing activities. We will also discuss issues of reader-friendly design, writing for the public, plagiarism and privacy. Students will present their websites to the class in short oral presentations. There is a written exam for those who wish to take the Prüfungsleistung for the SPE module in this course.

Please note: homework will be set each evening. It is not necessary to bring a laptop to class, although students may find it useful. Students must have computer access at home in the evenings.

Bemerkung  SPE:

Assessment Tasks – writing of texts (at least 1000 words), creation of website and 5-minute oral presentation (SL), 90-min. exam (PL)
Registration - StudIP 01.09. - 30.09.2016
Prerequisites – SP1 + SP2
Size Restriction: 25
Further Information – anne.gans@engsem.~
SK:
This course counts for EITHER Bereich A “Sprach-, Medien- und Darstellungskompetenzen” OR Bereich B “Allgemeine Kompetenzen zur Förderung der Berufsbehaftigung”.

Assessment Tasks – SL: writing of texts (at least 1000 words), creation of website and 5-minute oral presentation (SL), 90-min. exam (PL)

Registration – StudIP
Prerequisites – none
Further Information – anne.gans@engsem.

SP E2
Classroom English

Seminar, SWS: 2, Max. Teilnehmer: 25
Gans, Anne

Mo wöchentl. 10:00 - 12:00  17.10.2016 - 04.02.2017  1502 - 613
Kommentar
This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the Studienleistung), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure. The course is primarily intended for prospective teachers (SK), but students of the “außerschulische” programs are also welcome (SPE).

Bemerkung
SPE:
Assessment Tasks – one written task (lesson plan) and one oral presentation (lesson) (SL), 90-min.exam (PL)

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

Assessment Tasks – SL: one written task (lesson plan) and one oral presentation (lesson)

Registration - StudIP 01.09. - 30.09.2016
Size Restriction: 25
Prerequisites – SP1 + SP2
Further Information – anne.gans@engsem.

Literatur
Please obtain the following course book before the term starts. It is available from amazon.de, amazon.co.uk and bookdepository.com:

Contemporary Britain

Seminar
Foster, Darren Paul

Mi wöchentl. 12:00 - 14:00  19.10.2016 - 04.02.2017  1502 - 703
Kommentar
Contemporary Britain will introduce you to modern Britain’s most important institutions and its most bewildering contradictions.
This course will provide you with behind-the-scenes-access to modern Britain. By the end of the course, you will know about eurosceptics underneath thatched roofs, binge-drinking in country pubs, and the quality the Brits love most about the Queen: she keeps her mouth shut. If you have ever wondered what makes Britain Britain, this is the course for you.

Please purchase the course book indicated below before the course begins, and bring it – together with a willingness to discuss and present on contemporary issues – to the first session.


**Bemerkung**

**Assessment Tasks** – various written and oral tasks (SL), 90-min. exam (PL)


**Prerequisites** – SP1 + SP2

Size restriction: 25

**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


**Prerequisites** - none

Size restriction: 25

**Further Information** - darren.foster@engsem.~

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

Seminar, SWS: 2, Max. Teilnehmer: 25

Bennett, Peter

**Kommentar**

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

**Bemerkung**

**Assessment Tasks** – various written and oral tasks (SL), 90-min. exam (PL)


Size Restriction: 25

**Prerequisites** – SP1 + SP2

**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


Prerequisites – none

Further Information - peter.bennett@engsem.~

Website Writing (Blockseminar)

Seminar, SWS: 2, Max. Teilnehmer: 25
Gans, Anne

<table>
<thead>
<tr>
<th>Day</th>
<th>Mode</th>
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<tr>
<td>Mo</td>
<td>Einzel</td>
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<td>Einzel</td>
<td>09:30 - 13:00</td>
<td>14.10.2016 - 14.10.2016</td>
<td>1502 - 615</td>
</tr>
</tbody>
</table>

Kommentar

Everyone is an expert about their own hobby, interest or passion, whether that is a sport, a craft, a person they admire, or a political or cultural issue. In this course students will have the opportunity to create an informative website about their passion. Students will research, write, correct and edit their texts in class and design the website with the help of a free program at home (knowledge of programming language is not required). There will be exercises and mini-lessons on grammar, register and vocabulary as well as peer-editing activities. We will also discuss issues of reader-friendly design, writing for the public, plagiarism and privacy. Students will present their websites to the class in short oral presentations. There is a written exam for those who wish to take the Prüfungsleistung for the SPE module in this course.

Please note: homework will be set each evening. It is not necessary to bring a laptop to class, although students may find it useful. Students must have computer access at home in the evenings.

Bemerkung

SPE:

Assessment Tasks – writing of texts (at least 1000 words), creation of website and 5-minute oral presentation (SL), 90-min. exam (PL)

Registration - StudIP 01.09. - 30.09.2016

Prerequisites – SP1 + SP2

Size Restriction: 25

Further Information – anne.gans@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: writing of texts (at least 1000 words), creation of website and 5-minute oral presentation (SL), 90-min. exam (PL)

Registration – StudIP

Prerequisites – none

Further Information – anne.gans@engsem.~

Focus Elective (AmerA/BritA/LingA1/LingA2) (außerschulisch)
### Englisches Seminar

<table>
<thead>
<tr>
<th>Kurs</th>
<th>Kursbeschreibung</th>
<th>Lehrer/Lehrerin</th>
<th>Veranstaltungsdatum</th>
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<th>Weitere Informationen</th>
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<tbody>
<tr>
<td>AmerA</td>
<td>Classical Hollywood Film</td>
<td>Brasch, Ilka</td>
<td>Mi wöchentlich 12:00 - 14:00 19.10.2016 - 04.02.2017 1502 - 609</td>
<td>In this course we will be concerned with what has been termed ‘Classical Hollywood,’ that is, the time between the 1920s and the 1950s in American film. These are the decades of studio-era film, in which large studios dominate film production and produce features that become part of what today we recognize as typical Hollywood conventions with a distinctive language of cinematic storytelling. However, this era is also marked by technological and stylistic transitions, such as the introduction of film sound or the use of color. We will view a selection of films from the time, including for instance Stella Dallas (King Vidor, 1937) and Rebel Without a Cause (Nicholas Ray, 1955). We will study these films both in their respective historical contexts and within a broader theoretical and conceptual framework of film studies – for instance with relation to Hollywood’s particularly ‘melodramatic mode’ of storytelling</td>
<td>AmerA, AAS2, AAS4</td>
<td>Registration – StudIP 01.09.2016-30.09.2016 / Size restriction – 40 / Further Information – ilka.brasch@engsem.~</td>
</tr>
<tr>
<td>Mass Culture and Modernity</td>
<td></td>
<td>Mayer, Ruth</td>
<td>Mo wöchentlich 10:00 - 12:00 17.10.2016 - 04.02.2017 1502 - 609</td>
<td>In this course we will be concerned with the emergence of mass culture as an American phenomenon with global reach. We will be discussing theories of mass culture in their formation throughout the 19th and 20th centuries, and review them against the practices of mass cultural institutions (the minstrel stage, vaudeville, amusement parks, cinemas, music halls) and mass cultural expression (comics, films, pulp novels). A strong focus will be on the period between 1880 and 1930, as the foundational period of a commercialized and mass-produced American entertainment culture. Please register on StudIP between Sept. 1-30.</td>
<td>AmerA, AAS2, AAS3, AAS4</td>
<td>Registration – StudIP 01.09.2016-30.09.2016 / Size restriction – 30 / Further Information – ruth.mayer@engsem.~</td>
</tr>
<tr>
<td>BritA</td>
<td>Contemporary Asian British Cultures</td>
<td>Gohrisch, Jana</td>
<td>Di wöchentlich 14:00 - 16:00 18.10.2016 - 04.02.2017 1502 - 609</td>
<td>In this course students will practice their skills in literary analysis (acquired in the “Introduction to Literary Studies”) as well as in film analysis on a variety of texts and films by British Asians from the 1990s up to today. Starting with a brief introduction into questions of terminology and the history of migration from Asia to Britain, we shall explore diasporic writing and its metropolitan reception, employing postcolonial concepts such as orientalism, othering and cultural hybridity. The viewing and reading programme for this course will comprise the following works: sketches from the comedy series Goodness Gracious Me (1998), Hanif Kureishi’s The Buddha of Suburbia (1990), Salman Rushdie’s short story “Chekov and Zulu” (1994) and</td>
<td></td>
<td>Wir 2016/17 40</td>
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the feature film *East is East* (1999). While this film presents a story of growing up male and Muslim in northern Britain, Monica Ali’s much acclaimed realist novel *Brick Lane* (2003) chronicles immigrant life in London from a female perspective. The course will conclude with a selection of poetry from Daljit Nagra’s prize-winning collection *Look We Have Coming to Dover* (2007).

**Bemerkung**

BritA / AAS3, AAS5 / Interdisziplinär: Gender Studies, Transformation Studies / Atlantic Studies: Modul WP Globalisierung und transkulturelle Räume


- **Assessment Tasks** – will be specified in class
- **Prerequisites** – completed Foundations Literature and Culture Module (for FüBA students)
- **Size restriction** – 40
- **Further information** – jana.gohrisch@engsem.

**Literatur**

**Required Reading:**


*Please buy the novels and read at least one of them before the course begins.*

A reader with Rushdie’s short story, Nagra’s poems and additional material will be available either on StudIP or from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

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**Laurence Sterne: The Life and Opinions of Tristram Shandy, Gentleman**

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

Bennett, Peter

**Do wöchentl. 14:00 - 16:00 20.10.2016 - 04.02.2017 1502 - 703**

**Kommentar**

Published between 1759 and 1767, *Tristram Shandy* is one of the most extraordinary novels in the English language. Humourously and humanely satirical, but not bitterly so, its influences include the work of Cervantes, Rabelais, Montaigne, and Swift. It is often considered to be a forerunner of certain innovative novels of the 20th century. Produced in a period when the “classical” novel was taking shape, it does not offer the narrative continuities of that emerging genre. Nor, therefore, does it attempt to seduce the reader into the fictional world of the story. On the contrary, the text of *Tristram Shandy* continually and playfully emphasizes the performative nature of narration and the physical reality of printing ink on paper. The basic storyline is overwhelmed by the digressions and, when retrieved, proves paltry and aimless. As it was doubtless meant to be. The whole work is what is known in English as a shaggy-dog story or, as the closing line suggests, a cock-and-bull story. Which is not to say that it must therefore be frivolous. We may well discover a particular anti-dogmatic sanity behind the apparent craziness when we explore not only the intrinsic workings of the book but also extrinsic matters such as historical contexts, cultural influences and aspects of Sterne’s personal life. But, like *Tristram Shandy* itself, the seminar will not attempt to impose conclusions or achieve closure.

**Bemerkung**

BritA / AAS2


- **Assessment Tasks** – will be specified in class
- **Prerequisites** – completed Foundations Literature and Culture Module (for FüBA students)
- **Size restriction** – 40
- **Further information** – peter.bennett@engsem.

**Literatur**

You should get hold of the Penguin Classics text which was first published in 1997 and reissued in 2003, edited by Melvin and Joan New and based on the so-called Florida Edition. Do not confuse this with earlier Penguin editions.

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**Reading Early Modern British Classics**

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

Gohrisch, Jana

**Mi wöchentl. 10:00 - 12:00 19.10.2016 - 04.02.2017 1502 - 703**

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In this course, we shall explore the social and political, cultural and literary developments from the end of the Wars of the Roses in 1485 to the Glorious Revolution in 1688/89, dealing with the Tudor and Stuart monarchy, the reformation and Puritanism, and the rise of the middle classes.

In addition to watching and discussing parts of Simon Schama's BBC History of Britain series, we will read Thomas More's famous prose text Utopia (1516) and sonnets as well as other poems by Wyatt, Sidney, Spenser, Shakespeare and John Donne. The most prominent reading will be Shakespeare's tragedy Othello (performed c. 1604), which will be of interest to us, under the theoretical paradigm of New Historicism, for its treatment of gender, class and race. Throughout the course, we shall use the analytical categories acquired in the Introduction to Literary Studies.

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students) ● Size restriction – 40 ● Further information – jana.gohrisch@engsem.

**Survey of Literary Theories**

This seminar will introduce students to 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, New Historicism and Cultural Materialism, Post-Structuralism and Deconstruction, Feminism and Gender Studies and Postcolonial Theory. Charlotte Brontë's novel Jane Eyre (1847) will serve as the central literary text to which we will apply the theories.

In preparation for class students will be required to familiarise themselves with the key ideas of the respective approaches and read selected theoretical texts by some of their main representatives.

In class, we will then discuss and systematise these ideas and apply them to Jane Eyre in order to demonstrate the practical value of the theories and to practise their terminologies.

A reader with the theoretical texts covered in the seminar will be available from Copyshop Storck (Körnerstraße 3) from October 11, 2016.

**Literatur**

Students are strongly advised to read Jane Eyre prior to the first class meeting. Please buy the Norton Critical Edition of Jane Eyre (ed. by Richard Dunn) as well as Peter Barry's introductory textbook.

A reader with the theoretical texts covered in the seminar will be made available.
**Required Reading:**


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**The New Nigerian Novel**

Seminar, SWS: 2, Max. Teilnehmer: 30
Pardey, Hannah

**Do wöchentl. 10:00 - 12:00 20.10.2016 - 04.02.2017 1502 - 609**

Critics who explore the literary output of contemporary Nigerian authors, from Chimamanda Ngozi Adichie and Helon Habila to Sefi Atta and Chris Abani, do so under the catchphrase ‘Third Generation Nigerian Literature’. First coined by Pius Adesanmi and Chris Dunton, the term refers to a growing body of literary texts that differ markedly from those by preceding generations of Nigerian writers. In their introduction to a special issue of *English in Africa* (2005), they define the third generation as occupied with “nomadism, exile, displacement, and deracination” (16) as opposed to the anticolonial ‘writing back’ strategies that characterized earlier literary projects.

Seeking to familiarize students with the key concepts of and recent debates within Postcolonial Studies, we shall read Chinua Achebe’s internationally acclaimed classic *No Longer at Ease* (1960) before investigating how two third-generation authors redefine the thematic and aesthetic concerns of a Nigerian writing tradition. Achebe’s novel is set on the heels of Nigeria’s independence and deals with the havoc colonial rule wreaked on Igbo society and culture. Both Adichie’s *Half of a Yellow Sun* (2006) and Helon Habila’s *Measuring Time* (2007) allude to Achebe to inquire into the implications of negotiating Nigeria’s violent history for a Euro-American audience. On the fictional level, the novels suggest a new kind of historiographic writing that centres on the everyday lives of ordinary people.

**Bemerkung**

BritA / AAS3, AASS / Atlantic Studies: WP Globalisierung und transkulturelle Räume

*Registration* – StudIP 1.9.2016 - 30.9.2016 ● *Assessment Tasks* – will be specified in class ● *Prerequisites* – AmerBritF1 ● *Size restriction* – 30 ● *Further information* – hannah.pardey@engsem.

**Literatur**

Required Reading:

Please buy Chinua Achebe’s *No Longer at Ease* (1960), Chimamanda Ngozi Adichie’s *Half of a Yellow Sun* (2006) and Helon Habila’s *Measuring Time* (2007) and read at least Achebe prior to class.

All other texts covered in the seminar will be available in a reader (Copyshop Stork, Körnerstraße 3) or on StudIP.

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**LingA1**

**Face and Rapport Management**

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

**Mo wöchentl. 16:00 - 18:00 17.10.2016 - 04.02.2017 1502 - 703**

We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans ‘encode’ states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments. This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest. The seminar will offer an account of a wide range of politeness phenomena in English,
illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources. We will take a pragmatic approach that is based on the controversial notion that politeness is equivalent to communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms ‘polite’ or ‘impolite’ to linguistic phenomena. We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony (‘mock politeness’) and banter (‘mock impoliteness’).

**Bemerkung**


Size restriction – 25

Prerequisites – LingF1-LingF4 (FüBA)

Further information – rainer.schulze@engsem.uni-hannover.de

The following textbook will be used in class and is recommended for purchase:


Please make sure that you order your copy of the book asap.

Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

**Linguistic Theories of Humor**

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer

Di wöchentl. 10:00 - 12:00 18.10.2016 - 04.02.2017 1502 - 703

Kommentar

How are humorous meanings generated and interpreted? Understanding a joke involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke (a matter of pragmatics). This seminar will introduce and (sometimes) critique a wide range of semantic and pragmatic theories in relation to humour, such as Arthur Koestler’s bisociation theory of humour, Victor Raskin’s script-based theory of jokes, the General Theory of Verbal Humor by Victor Raskin and Salvatore Attardo and the attempt of testing this approach by Willibald Ruch, Salvatore Attardo’s Linear Theory of Humor, the analysis of puns by Salvatore Attardo, the relationship between humour and pragmatic maxims as explored by Herbert P. Grice, Dan Sperber and Deirdre Wilson, etc. Each theory will be complemented by discussion topics, countless jokes as linguistic examples and suggestions for further reading and will thus encourage a critical approach to semantic and pragmatic issues. Beware, attending this seminar is no laughing matter…

**Bemerkung**


Size restriction – 25

Prerequisites – LingF1-LingF4 (FüBA)

Further information – rainer.schulze@engsem.uni-hannover.de

A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

**Phraseology and Culture**

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer
The proposition that there is a correlation between language and culture or culture-specific ways of thinking can be traced back to the views of Herder and von Humboldt in the late 18th and early 19th centuries. It was most explicitly formulated, however, by the German-American linguist and anthropologist Edward Sapir in various publications from 1929 onward (re-published posthumously in 1949 under the title *Selected Writings of Edward Sapir in Language, Culture and Personality*), and in the writings of his pupil Benjamin Lee Whorf (re-published posthumously in 1956 as *Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf*). The Sapir-Whorf hypothesis, as it came to be called, expresses the notion that different languages lead their speakers to different conceptualizations of the same extralinguistic reality, which seems to be most evident in the way that reality is segmented by the lexicon.

Even though few linguists would fully agree with a strict reading of the Sapir-Whorf hypothesis today, it is generally accepted that a language, especially its lexicon, influences its speakers' cultural patterns of thought and perception in various ways, for example through a culture-specific segmentation of the extralinguistic reality, the frequency of occurrence of particular lexical items, or the existence of keywords or key word combinations revealing core cultural values. Nevertheless, the exact workings of the link between language and culture are still poorly understood. The few specific theoretical frameworks that do exist are often felt to be inadequate, and the research methodology is only insufficiently developed.

The aim of this advanced seminar, then, will be to explore the cultural dimension of a wide range of pre-constructed or semi-pre-constructed word combinations in English. These will include highly opaque multiword units of the *kick-the-bucket* type, collocations, irreversible binominals, phrasal verbs, compounds, metaphorical expressions, similes, proverbs, familiar quotations, clichés, slogans, expletives, and discourse markers such as politeness formulae (all of which have been subsumed under phraseology, or under *idiom* in the Anglo-American linguistic tradition), types of word combinations (e.g. proverbs and similes), use-related varieties (such as the language of tourism or answering-machine messages), and user-related varieties (such as Aboriginal English or African English).

**Bemerkung**

LingA2, FAL 2

*Size restriction* – 25

*Prerequisites* – LingF1-LingF4 (FüBA)

*Further information* – rainer.schulze@engsem.uni-hannover.de

**Literatur**

A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.
Englisches Seminar

Vortragsthemen und –termine im WS 2016/17:
15.11.16, 18 Uhr: Dr. François Conrad (LUH): „Luxemburgisch“
06.12.16, 18 Uhr, Prof. Dr. Jane Stuart-Smith (University of Glasgow): (Titel wird noch bekanntgegeben)
10.01.17, 18 Uhr: Dr. Oliver Herbst, Ansbach: „Diesseits und jenseits der Fachsprache: Medizinische Beratungssendungen im Hörfunk“

Bemerkung
Teilnehmerzahl: 25.
Literatur
Wird im Seminar bekanntgegeben, teilweise über Stud.IP verfügbar gemacht.

Sociolinguistic Typology

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

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**Sociolinguistic Typology**

This course will present Peter Trudgill's recently developed theories of sociolinguistic typology and new dialect formation as well as a selection of socio-historical case studies to which they will be applied.


Bemerkung
LingA2, FAL 4

Sounds & Society (Blockseminar Jane Stuart Smith)

Seminar, Max. Teilnehmer: 25
Altendorf, Ulrike

| Fr Einzel | 09:00 - 18:00 | 02.12.2016 - 02.12.2016 | 1502 - 609 |
| Fr Einzel | 16:00 - 20:00 | 02.12.2016 - 02.12.2016 | 1502 - 214 |
| Sa Einzel | 09:00 - 18:00 | 03.12.2016 - 03.12.2016 | 1502 - 609 |
| Sa Block  | 08:00 - 18:00 | 03.12.2016 - 04.12.2016 | 1502 - 214 |
| +SaSo     |               |                         |            |
| Block     | 08:00 - 18:00 | 03.12.2016 - 04.12.2016 | 1502 - 613 |
| +SaSo     |               |                         |            |
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| +SaSo     |               |                         |            |
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| +SaSo     |               |                         |            |
| Block     | 08:00 - 18:00 | 03.12.2016 - 04.12.2016 | 1502 - 703 |
| So Einzel | 09:00 - 18:00 | 04.12.2016 - 04.12.2016 | 1502 - 609 |
| So Einzel | 09:00 - 17:00 | 04.12.2016 - 04.12.2016 | 1502 - 214 |
| Mo Einzel | 08:00 - 12:00 | 05.12.2016 - 05.12.2016 | 1502 - 615 |
| Mo Einzel | 09:00 - 11:00 | 05.12.2016 - 05.12.2016 | 1502 - 214 |
| Mo Einzel | 12:00 - 16:00 | 05.12.2016 - 05.12.2016 | 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.

N.B.: Please note that you need to bring a laptop or comparable net-enabled device with headphones to work with in class.

Bemerkung
LingA2, FAL4
Dozentin: Jane Stuart-Smith, University of Glasgow


Um an diesem Kurs teilnehmen zu können, müssen Sie eventuell am Freitag, dem 02.12.16, und am Montag, dem 05.12.16, von Ihnen belegten anderen Lehrveranstaltungen einmalig fernbleiben. Sollte die Lehrenden dieser Veranstaltung eine Bescheinigung wünschen, wenden Sie sich bitte an mich, sobald Sie ein regulärer Seminar teilnehmer sind.

Advanced Elective (AmerA/BritA/LingA1/LingA2) (außerschulisch)

_AmerA_

_CLASSICAL HOLLYWOOD FILM_

Seminar, SWS: 2, Max. Teilnehmer: 40
Brasch, Ilka

Mi wöchentl. 12:00 - 14:00 19.10.2016 - 04.02.2017  1502 - 609

Kommentar
In this course we will be concerned with what has been termed ‘Classical Hollywood,’ that is, the time between the 1920s and the 1950s in American film. These are the decades of studio-era film, in which large studios dominate film production and produce features that become part of what today we recognize as typical Hollywood conventions with a distinctive language of cinematic storytelling. However, this era is also marked by technological and stylistic transitions, such as the introduction of film sound or the use of color. We will view a selection of films from the time, including for instance _Stella Dallas_ (King Vidor, 1937) and _Rebel Without a Cause_ (Nicholas Ray, 1955). We will study these films both in their respective historical contexts and within a broader theoretical and conceptual framework of film studies – for instance with relation to Hollywood’s particularly ‘melodramatic mode’ of storytelling.

_Bemerkung_
AmerA, AAS2, AAS4


Mass Culture and Modernity

Seminar, SWS: 2, Max. Teilnehmer: 30
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 17.10.2016 - 04.02.2017  1502 - 609

Kommentar
In this course we will be concerned with the emergence of mass culture as an American phenomenon with global reach. We will be discussing theories of mass culture in their formation throughout the 19th and 20th centuries, and review them against the practices of mass cultural institutions (the minstrel stage, vaudeville, amusement parks, cinemas, music halls) and mass cultural expression (comics, films, pulp novels). A strong focus will
Englisches Seminar

be on the period between 1880 and 1930, as the foundational period of a commercialized and mass-produced American entertainment culture. Please register on StudIP between Sept. 1-30.

Bemerkung
AmerA, AAS2, AAS3, AAS4


The Global Queer

Seminar, SWS: 2, Max. Teilnehmer: 30
Oldehus, Anna-Lena

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Kommentar
In this class we will look at historical and contemporary conceptions of queerness and other non-normative forms of gender and sexuality. Thereby, we will approach these concepts from a postcolonial perspective in order to highlight dynamics, challenges, and contradictions within the emancipation process.

As a basis we will look at theoretical texts and concepts concerning sexuality to then examine contemporary debates about phenomena such as “white gayness”, marriage rights, and coming-outs.

Bemerkung
AmerA, AAS3, AAS5

This class can be accredited for the Studienschwerpunkt Gender Studies.

Registration – StudIP / Size restriction – 30 / Further Information – anna-lena.oldehus@engsem.~

BritA
Contemporary Asian British Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40
Gohrisch, Jana

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Kommentar
In this course students will practice their skills in literary analysis (acquired in the “Introduction to Literary Studies”) as well as in film analysis on a variety of texts and films by British Asians from the 1990s up to today.

Starting with a brief introduction into questions of terminology and the history of migration from Asia to Britain, we shall explore diasporic writing and its metropolitan reception, employing postcolonial concepts such as orientalism, othering and cultural hybridity.

The viewing and reading programme for this course will comprise the following works: sketches from the comedy series Goodness Gracious Me (1998), Hanif Kureishi’s The Buddha of Suburbia (1990), Salman Rushdie’s short story “Chekov and Zulu” (1994) and the feature film East is East (1999). While this film presents a story of growing up male and Muslim in northern Britain, Monica Ali’s much acclaimed realist novel Brick Lane (2003) chronicles immigrant life in London from a female perspective. The course will conclude with a selection of poetry from Daljit Nagra’s prize-winning collection Look We Have Coming to Dover (2007).

Bemerkung
BritA / AAS3, AAS5 / Interdisziplinär: Gender Studies, Transformation Studies / Atlantic Studies: Modul WP Globalisierung und transkulturelle Räume

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students) ● Size restriction – 40 ● Further information – jana.gohrisch@engsem.~

Literatur
Required Reading:
Englisches Seminar


Please buy the novels and read at least one of them before the course begins.

A reader with Rushdie’s short story, Nagra’s poems and additional material will be available either on StudIP or from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

Laurence Sterne: The Life and Opinions of Tristram Shandy, Gentleman

Seminar, SWS: 2, Max. Teilnehmer: 40
Bennett, Peter

Do wöchentl. 14:00 - 16:00 20.10.2016 - 04.02.2017 1502 - 703
Kommentar
Published between 1759 and 1767, *Tristram Shandy* is one of the most extraordinary novels in the English language. Humourously and humanely satirical, but not bitterly so, its influences include the work of Cervantes, Rabelais, Montaigne, and Swift. It is often considered to be a forerunner of certain innovative novels of the 20th century. Produced in a period when the “classical” novel was taking shape, it does not offer the narrative continuities of that emerging genre. Nor, therefore, does it attempt to seduce the reader into the fictional world of the story. On the contrary, the text of *Tristram Shandy* continually and playfully emphasizes the performative nature of narration and the physical reality of printing ink on paper. The basic storyline is overwhelmed by the digressions and, when retrieved, proves paltry and aimless. As it was doubtless meant to be. The whole work is what is known in English as a shaggy-dog story or, as the closing line suggests, a cock-and-bull story. Which is not to say that it must therefore be frivolous. We may well discover a particular anti-dogmatic sanity behind the apparent craziness when we explore not only the intrinsic workings of the book but also extrinsic matters such as historical contexts, cultural influences and aspects of Sterne’s personal life. But, like *Tristram Shandy* itself, the seminar will not attempt to impose conclusions or achieve closure.

Bemerkung
BritA / AAS2

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students) ● Size restriction – 40 ● Further information – peter.bennett@engsem.~

Literatur
You should get hold of the Penguin Classics text which was first published in 1997 and reissued in 2003, edited by Melvin and Joan New and based on the so-called Florida Edition. Do not confuse this with earlier Penguin editions.

Reading Early Modern British Classics

Seminar, SWS: 2, Max. Teilnehmer: 40
Gohrisch, Jana

Mi wöchentl. 10:00 - 12:00 19.10.2016 - 04.02.2017 1502 - 703
Kommentar
In this course, we shall explore the social and political, cultural and literary developments from the end of the Wars of the Roses in 1485 to the Glorious Revolution in 1688/89, dealing with the Tudor and Stuart monarchy, the reformation and Puritanism, and the rise of the middle classes.

In addition to watching and discussing parts of Simon Schama’s BBC *History of Britain* series, we will read Thomas More’s famous prose text *Utopia* (1516) and sonnets as well as other poems by Wyatt, Sidney, Spenser, Shakespeare and John Donne. The most prominent reading will be Shakespeare’s tragedy *Othello* (performed c. 1604), which will be of interest to us, under the theoretical paradigm of New Historicism, for its treatment of gender, class and race. Throughout the course, we shall use the analytical categories acquired in the ‘Introduction to Literary Studies’.

Bemerkung
BritA / AAS2 / Interdisziplinär: Gender Studies, Transformation Studies / Atlantic Studies: WP Ungleichheit, Herrschaft und Differenz
Englisches Seminar

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students) ● Size restriction – 40 ● Further information – jana.gohrisch@engsem.~

Assessment Tasks – will be specified in class.

Prerequisites – completed Foundations Literature and Culture Module (for FüBA students).

Size restriction – 40.

Further information – jana.gohrisch@engsem.~

Literatur

Required Reading:


William Shakespeare. Othello (Arden edition)

Please read the play during the term break, i.e. before the course starts.

Although the Norton Anthology contains all the texts (except Othello), More’s Utopia and the poems as well as additional material on Shakespeare’s play will be provided in a reader available from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

Survey of Literary Theories

Seminar, SWS: 2, Max. Teilnehmer: 35
Grünkemeier, Ellen

Di wöchentl. 10:00 - 12:00 18.10.2016 - 01.02.2017 1502 - 613

Kommentar

This seminar will introduce students to 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, New Historicism and Cultural Materialism, Post-Structuralism and Deconstruction, Feminism and Gender Studies and Postcolonial Theory. Charlotte Brontë’s novel Jane Eyre (1847) will serve as the central literary text to which we will apply the theories.

In preparation for class students will be required to familiarise themselves with the key ideas of the respective approaches and read selected theoretical texts by some of their main representatives.

In class, we will then discuss and systematise these ideas and apply them to Jane Eyre in order to demonstrate the practical value of the theories and to practise their terminologies.

Bemerkung

A reader with the theoretical texts covered in the seminar will be available from Copyshop Storck (Körnerstraße 3) from October 11, 2016.

Required Reading:

A reader with the theoretical texts covered in the seminar will be available from Copyshop Storck (Körnerstraße 3) from October 11, 2016.

Literatur

Students are strongly advised to read Jane Eyre prior to the first class meeting. Please buy the Norton Critical Edition of Jane Eyre (ed. by Richard Dunn) as well as Peter Barry’s introductory textbook.

A reader with the theoretical texts covered in the seminar will be made available.

Required Reading:


The New Nigerian Novel

Seminar, SWS: 2, Max. Teilnehmer: 30
Pardey, Hannah

Do wöchentl. 10:00 - 12:00 20.10.2016 - 04.02.2017 1502 - 609
Critics who explore the literary output of contemporary Nigerian authors, from Chimamanda Ngozi Adichie and Helon Habila to Sefi Atta and Chris Abani, do so under the catchphrase ‘Third Generation Nigerian Literature’. First coined by Pius Adesanmi and Chris Dunton, the term refers to a growing body of literary texts that differ markedly from those by preceding generations of Nigerian writers. In their introduction to a special issue of *English in Africa* (2005), they define the third generation as occupied with “nomadism, exile, displacement, and deracination” (16) as opposed to the anticolonial ‘writing back’ strategies that characterized earlier literary projects.

Seeking to familiarize students with the key concepts of and recent debates within Postcolonial Studies, we shall read Chinua Achebe’s internationally acclaimed classic *No Longer at Ease* (1960) before investigating how two third-generation authors redefine the thematic and aesthetic concerns of a Nigerian writing tradition. Achebe’s novel is set on the heels of Nigeria’s independence and deals with the havoc colonial rule wreaked on Igbo society and culture. Both Adichie’s *Half of a Yellow Sun* (2006) and Helon Habila’s *Measuring Time* (2007) allude to Achebe to inquire into the implications of negotiating Nigeria’s violent history for a Euro-American audience. On the fictional level, the novels suggest a new kind of historiographic writing that centres on the everyday lives of ordinary people.

**Required Reading:**

Please buy Chinua Achebe’s *No Longer at Ease* (1960), Chimamanda Ngozi Adichie’s *Half of a Yellow Sun* (2006) and Helon Habila’s *Measuring Time* (2007) and read at least Achebe prior to class.

All other texts covered in the seminar will be available in a reader (Copyshop Stork, Körnerstraße 3) or on StudIP.

**LingA1**

**Face and Rapport Management**

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Mo wöchentl. 16:00 - 18:00 17.10.2016 - 04.02.2017 1502 - 703

We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans ‘encode’ states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments. This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest. The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources. We will take a pragmatic approach that is based on the controversial notion that politeness is equivalent to communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms ‘polite’ or ‘impolite’ to linguistic phenomena. We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony (‘mock politeness’) and banter (‘mock impoliteness’).

**registration**

Englisches Seminar

Size restriction – 25

Prerequisites – LingF1-LingF4 (FüBA)

Further information – rainer.schulze@engsem.uni-hannover.de

The following textbook will be used in class and is recommended for purchase:


Please make sure that you order your copy of the book asap.

Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

Literatur

The following textbook will be used in class and is recommended for purchase:


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Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

Linguistic Theories of Humor

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Kommentar

How are humorous meanings generated and interpreted? Understanding a joke involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke (a matter of pragmatics). This seminar will introduce and (sometimes) critique a wide range of semantic and pragmatic theories in relation to humour, such as Arthur Koestler’s bisociation theory of humour, Victor Raskin’s script-based theory of jokes, the General Theory of Verbal Humor by Victor Raskin and Salvatore Attardo and the attempt of testing this approach by Willibald Ruch, Salvatore Attardo’s Linear Theory of Humor, the analysis of puns by Salvatore Attardo, the relationship between humour and pragmatic maxims as explored by Herbert P. Grice, Dan Sperber and Deirdre Wilson, etc. Each theory will be complemented by discussion topics, countless jokes as linguistic examples and suggestions for further reading and will thus encourage a critical approach to semantic and pragmatic issues. Beware, attending this seminar is no laughing matter...

Bemerkung

LingA1, FAL 2


Size restriction – 25

Prerequisites – LingF1-LingF4 (FüBA)

Further information – rainer.schulze@engsem.uni-hannover.de

Literatur

A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL

Phraseology and Culture

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Kommentar

The proposition that there is a correlation between language and culture or culture-specific ways of thinking can be traced back to the views of Herder and von Humboldt in the late 18th and early 19th centuries. It was most explicitly formulated, however, by the German-American linguist and anthropologist Edward Sapir in various publications from 1929 onward (re-published posthumously in 1949 under the title Selected Writings of Edward Sapir in Language, Culture and Personality), and in the writings of his pupil Benjamin Lee Whorf (re-published posthumously in 1956 as Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf). The Sapir-Whorf hypothesis, as it came to be called, expresses the notion that different languages lead their speakers to
different conceptualizations of the same extralinguistic reality, which seems to be most evident in the way that reality is segmented by the lexicon.

Even though few linguists would fully agree with a strict reading of the Sapir-Whorf hypothesis today, it is generally accepted that a language, especially its lexicon, influences its speakers’ cultural patterns of thought and perception in various ways, for example through a culture-specific segmentation of the extralinguistic reality, the frequency of occurrence of particular lexical items, or the existence of keywords or key word combinations revealing core cultural values. Nevertheless, the exact workings of the link between language and culture are still poorly understood. The few specific theoretical frameworks that do exist are often felt to be inadequate, and the research methodology is only insufficiently developed.

The aim of this advanced seminar, then, will be to explore the cultural dimension of a wide range of pre-constructed or semi-pre-constructed word combinations in English. These will include highly opaque multiword units of the kick-the-bucket type, collocations, irreversible binominals, phrasal verbs, compounds, metaphorical expressions, similes, proverbs, familiar quotations, clichés, slogans, expletives, and discourse markers such as politeness formulae (all of which have been subsumed under phraseology, or under idiom in the Anglo-American linguistic tradition), types of word combinations (e.g. proverbs and similes), use-related varieties (such as the language of tourism or answering-machine messages), and user-related varieties (such as Aboriginal English or African English).

Bemerkung
LingA1, FAL 2
Size restriction – 25
Prerequisites – LingF1-LingF4 (FüBA)
Further information – rainer.schulze@engsem.uni-hannover.de

Literatur
A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4 th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

LingA2
LinguA³
Seminar, SWS: 2
Altendorf, Ulrike | Mathias, Alexa

Di wöchentl. 16:00 - 18:00 25.10.2016 - 01.02.2017 1502 - 113
Di Einzel 18:00 - 20:00 15.11.2016 - 15.11.2016 1502 - 103
Di Einzel 18:00 - 20:00 06.12.2016 - 06.12.2016 1502 - 103
Di Einzel 18:00 - 20:00 10.01.2017 - 10.01.2017 1502 - 103

Kommentar
Linguistik ist weitaus mehr als grammatische Analyse... LinguA³ vermittelt Einblicke in die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsgebiete sowie interdisziplinärer Forschung und beruflicher Praxis. Pro Semester finden drei Gastvorträge internationaler Wissenschaftler/-innen aus Germanistik, Anglistik und Romanistik statt. Im begleitenden Seminar werden die Themen der Gastvorträge inhaltlich vorbereitet und vertieft, aber auch die Organisation der Vorträge sowie die damit verbundenen „PR-Maßnahmen“ werden von den Studierenden aktiv mitgestaltet.


Vortragsthemen und –termine im WS 2016/17:
15.11.16, 18 Uhr: Dr. François Conrad (LUH): „Luxemburgisch“
06.12.16, 18 Uhr, Prof. Dr. Jane Stuart-Smith (University of Glasgow): (Titel wird noch bekanntgegeben)
10.01.17, 18 Uhr: Dr. Oliver Herbst, Ansbach: „Diesseits und jenseits der Fachsprache: Medizinische Beratungssendungen im Hörfunk“

Bemerkung
Teilnehmerzahl: 25.
Sociolinguistic Typology

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

Di wöchentl. 14:00 - 16:00 18.10.2016 - 04.02.2017 1502 - 703
Kommentar  

This course will present Peter Trudgill's recently developed theories of sociolinguistic typology and new dialect formation as well as a selection of socio-historical case studies to which they will be applied.


Bemerkung


Sounds & Society (Blockseminar Jane Stuart Smith)

Seminar, Max. Teilnehmer: 25
Altendorf, Ulrike

Fr Einzel 09:00 - 18:00 02.12.2016 - 02.12.2016 1502 - 609
Fr Einzel 16:00 - 20:00 02.12.2016 - 02.12.2016 1502 - 214
Sa Einzel 09:00 - 18:00 03.12.2016 - 03.12.2016 1502 - 609
Sa Einzel 09:00 - 17:00 03.12.2016 - 03.12.2016 1502 - 214
Block 08:00 - 18:00 03.12.2016 - 04.12.2016 1502 - 709
+SaSo 08:00 - 18:00 03.12.2016 - 04.12.2016 1502 - 613
Block +SaSo 08:00 - 18:00 03.12.2016 - 04.12.2016 1502 - 608
Block +SaSo 08:00 - 18:00 03.12.2016 - 04.12.2016 1502 - 615
Block +SaSo 08:00 - 18:00 03.12.2016 - 04.12.2016 1502 - 703
So Einzel 09:00 - 18:00 04.12.2016 - 04.12.2016 1502 - 609
So Einzel 09:00 - 17:00 04.12.2016 - 04.12.2016 1502 - 214
Mo Einzel 08:00 - 12:00 05.12.2016 - 05.12.2016 1502 - 615
Mo Einzel 09:00 - 11:00 05.12.2016 - 05.12.2016 1502 - 214
Mo Einzel 12:00 - 16:00 05.12.2016 - 05.12.2016 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 Glaswegian Asian (‘Glaswasian’) accent.

N.B.: Please note that you need to bring a a laptop or comparable net-enabled device with headphones to work with in class.
Englisches Seminar

**Bemerkung**

LingA2, FAL4

Dozentin: Jane Stuart-Smith, University of Glasgow


Um an diesem Kurs teilnehmen zu können, müssen Sie eventuell am Freitag, dem 02.12.16, und am Montag, dem 05.12.16, von Ihnen belegten anderen Lehrveranstaltungen einmalig fernbleiben. Sollte die Lehrenden dieser Veranstaltung eine Bescheinigung wünschen, wenden Sie sich bitte an mich, sobald Sie ein regulärer Seminarteilnehmer sind.

**Bachelorarbeit**

**Colloquium: Preparing a Thesis in Literary and Cultural Studies (BA/MA)**

Kolloquium, SWS: 2
Mayer, Ruth| Oldehus, Anna-Lena

Mo wöchentl. 16:00 - 18:00 17.10.2016 - 04.02.2017  1502 - 613

**Kommentar**

In this class we will discuss current theses and projects in American Studies (bachelor or master programs).

**Bemerkung**


**Kolloquium zum Studienabschluss in der Literatur- und Kulturwissenschaft**

Seminar, SWS: 1, Max. Teilnehmer: 20
Gohrisch, Jana

Di 14-täglich 18:00 - 20:00 18.10.2016 - 04.02.2017  1502 - 703

**Kommentar**

Das auf die gesamte Vorlesungszeit angelegte und 14-tägig stattfindende Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrem Studienabschluss im Bachelor oder Master stehen. Besonders ausführlich besprechen wir die Anfertigung der Abschlussarbeit (Themenfindung, Recherche, Arbeits- und Schreibtechniken) und üben, eine Forschungsfrage zu entwickeln bzw. eine zentrale These zu formulieren. Bei Bedarf wiederholen wir die literaturwissenschaftlichen Analysekategorien sowie theoretische Konzepte und Denkansätze.

**Studierende sind ausdrücklich dazu aufgerufen, ihre Projekte vorzustellen und zu diskutieren.**

**Bemerkung**

CO / AAS7

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – (almost) completed FüBA or Master courses ● Size restriction – 20 ● Further information – jana.gohrisch@engsem.

**Literatur**

**Required Reading:**


**Professionalisierungsbe reich: Schlüsselkompetenzen**

Für weitere Veranstaltungen siehe das Angebot des Zentrums für Schlüsselkompetenzen. (Für die entsprechenden Links drücken Sie bitte auf das Informationssymbol.)

**Classroom English**

WiSe 2016/17
Englisches Seminar

Seminar, SWS: 2, Max. Teilnehmer: 25
Gans, Anne

Mo wöchentl. 10:00 - 12:00 17.10.2016 - 04.02.2017 1502 - 613

Kommentar
This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the Studienleistung), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure. The course is primarily intended for prospective teachers (SK), but students of the “außerschulische” programs are also welcome (SPE).

Bemerkung

Assessment Tasks – one written task (lesson plan) and one oral presentation (lesson) (SL), 90-min.exam (PL)

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

Assessment Tasks – SL: one written task (lesson plan) and one oral presentation (lesson)

Registration - StudIP 01.09. - 30.09.2016
Size Restriction: 25

Prerequisites – SP1 + SP2

Further Information – anne.gans@engsem.

Literatur
Please obtain the following course book before the term starts. It is available from amazon.de, amazon.co.uk and bookdepository.com:


Contemporary Britain

Seminar
Foster, Darren Paul

Mi wöchentl. 12:00 - 14:00 19.10.2016 - 04.02.2017 1502 - 703

Kommentar
Contemporary Britain will introduce you to modern Britain’s most important institutions and its most bewildering contradictions.

This course will provide you with behind-the-scenes-access to modern Britain. By the end of the course, you will know about eurosceptics underneath thatched roofs, binge-drinking in country pubs, and the quality the Brits love most about the Queen: she keeps her mouth shut. If you have ever wondered what makes Britain Britain, this is the course for you.

Please purchase the course book indicated below before the course begins, and bring it – together with a willingness to discuss and present on contemporary issues – to the first session.


Bemerkung

SPE:
Assessment Tasks – various written and oral tasks (SL), 90-min. exam (PL)
**Englisches Seminar**

*Registration - StudIP 01.09. - 30.09.2016*

*Prerequisites* – SP1 + SP2  
Size restriction: 25  
*Further Information* - darren.foster@engsem.~

**English Theatre Workshop**

Workshop, SWS: 4  
Bennett, Peter

| Mi | wöchentlich | 14:00 - 18:00 | 19.10.2016 - 04.02.2017 | 1501 - 119  
| So | wöchentlich | 14:00 - 18:00 | 04.12.2016 - 29.01.2017 | 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.

**Bemerkung**  
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](http://www.engsem/~/theatregroup.html)

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

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

**Investigating Language Practice through Childrens's Literature**

Seminar, SWS: 2, Max. Teilnehmer: 25  
Bennett, Peter

| Mi | wöchentlich | 10:00 - 12:00 | 19.10.2016 - 04.02.2017 | 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* – various written and oral tasks (SL), 90-min. exam (PL)  
*Registration - StudIP 01.09.2016-30.09.2016*  
Size Restriction: 25
Prerequisites – SP1 + SP2

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


Prerequisites - none

Further Information - peter.bennett@engsem.~

Website Writing (Blockseminar)

Seminar, SWS: 2, Max. Teilnehmer: 25
Gans, Anne

<table>
<thead>
<tr>
<th>Mo</th>
<th>Einzel</th>
<th>09:30 - 15:30</th>
<th>10.10.2016 - 10.10.2016</th>
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<td>Mi</td>
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<td>Fr</td>
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<td>14.10.2016 - 14.10.2016</td>
<td>1502 - 615</td>
</tr>
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</table>

Kommentar

Everyone is an expert about their own hobby, interest or passion, whether that is a sport, a craft, a person they admire, or a political or cultural issue. In this course students will have the opportunity to create an informative website about their passion. Students will research, write, correct and edit their texts in class and design the website with the help of a free program at home (knowledge of programming language is not required). There will be exercises and mini-lessons on grammar, register and vocabulary as well as peer-editing activities. We will also discuss issues of reader-friendly design, writing for the public, plagiarism and privacy. Students will present their websites to the class in short oral presentations. There is a written exam for those who wish to take the Prüfungsleistung for the SPE module in this course.

Please note: homework will be set each evening. It is not necessary to bring a laptop to class, although students may find it useful. Students must have computer access at home in the evenings.

Bemerkung

SPE:

Assessment Tasks – writing of texts (at least 1000 words), creation of website and 5-minute oral presentation (SL), 90-min. exam (PL)

Registration - StudIP 01.09. - 30.09.2016

Prerequisites – SP1 + SP2

Size Restriction: 25

Further Information – anne.gans@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: writing of texts (at least 1000 words), creation of website and 5-minute oral presentation (SL), 90-min. exam (PL)

Registration – StudIP

Prerequisites – none
Bachelorstudiengang Technical Education - Fach Englisch

Linguistics TECH (LingF1/LingF2/LingF3)

**LingF1**
Introduction to Linguistics I

**Vorlesung, SWS:** 2  
**Pfaff, Meike**

**Do wöchentl.**  
**Kommentar**

The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it fulfils. This course 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, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II.

**Bemerkung**

**LingF1**

Size restriction - none  
Prerequisites – none  

**Literatur**


**LingF2**

**Phonetics & Phonology**

**Vorlesung, SWS:** 2  
**Altendorf, Ulrike**

**Mo wöchentl.**  
**Kommentar**

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

**Bemerkung**

**LingF3**


**Foundations Literature and Culture (AmerBritF1)**

**AmerBritF1**
Introduction to Literary Studies
Seminar, SWS: 2, Max. Teilnehmer: 40
Mayer, Ruth

Mo wöchentl. 12:00 - 14:00 17.10.2016 - 04.02.2017 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 and culture 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  
AmerBritF1

Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 40
Brasch, Ilka

Di wöchentl. 10:00 - 12:00 25.10.2016 - 04.02.2017 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 and culture 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  
AmerBritF1

Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 40
Gohrisch, Jana

Mi wöchentl. 08:00 - 10:00 26.10.2016 - 01.02.2017 1502 - 703
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  
Amer BritF1
Registration – StudIP 30.09.2016 - 20.10.2016 / Prerequisites – None / Size restriction – 40 / Further information – jana.gohrisch@engsem.

Required Reading:
Please buy and bring your own copy of this textbook.
A reader with additional texts covered in the seminar will be available from Copyshop Stork (Körnerstraße 3) from October 17, 2016.
This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature as well as important critical concepts and methods in order to further their skills of description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods.

Required Reading:


Please buy and bring your own copy of this textbook.

A reader with additional texts covered in the seminar will be available from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

**SP1**

**Vocabulary and Pronunciation (Group 1)**

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne

Mo wöchentl. 12:00 - 14:00 24.10.2016 - 04.02.2017  1502 - 615

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.

Prerequisites – none
Size Restriction: 20

Assessment Tasks – SL: regular homework tasks, test
Further Information – anne.gans@engsem.~

**Vocabulary and Pronunciation (Group 2)**

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

Di wöchentl. 12:00 - 14:00 25.10.2016 - 04.02.2017  1502 - 709

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.

Prerequisites – none
Size Restriction: 20

Assessment Tasks – SL: regular homework tasks, test
Further Information – anne.gans@engsem.~
Prerequisites – none


*Size Restriction*. 20

*Assessment Tasks* – SL: regular homework tasks, test

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

**Vocabulary and Pronunciation (Group 3)**

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

Mi wöchentl. 08:00 - 10:00 26.10.2016 - 04.02.2017 1502 - 615
Kommentar

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

Bemerkung

SP1
Prerequisites – none


*Size Restriction*: 20

*Assessment Tasks* – SL: regular homework tasks, test

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

**Vocabulary and Pronunciation (Group 4)**

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

Do wöchentl. 08:00 - 10:00 27.10.2016 - 04.02.2017 1502 - 703
Kommentar

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

Bemerkung

SP1
Prerequisites – none


*Size Restriction*: 20

*Assessment Tasks* – SL: regular homework tasks, test

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

**Vocabulary and Pronunciation (Group 5)**

Seminar, SWS: 2, Max. Teilnehmer: 20
Foster, Darren Paul

Do wöchentl. 10:00 - 12:00 27.10.2016 - 04.02.2017 1502 - 703
Kommentar

What are *galosh es*, *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.

SP1

Prerequisites – none


Size Restriction: 20

Assessment Tasks – SL: regular homework tasks, test

Further Information – darren.foster@engsem.~

Vocabulary and Pronunciation (Group 6)

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne

Kommentar

Fr wöchentl. 10:00 - 12:00 28.10.2016 - 04.02.2017 1502 - 615

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.

SP1

Prerequisites – none


Size Restriction: 20

Assessment Tasks – SL: regular homework tasks, test

Further Information – anne.gans@engsem.~

Vocabulary and Pronunciation (Group 7)

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne

Kommentar

Fr wöchentl. 12:00 - 14:00 28.10.2016 - 04.02.2017 1502 - 615

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.

SP1

Prerequisites – none


Size Restriction: 20

Assessment Tasks – SL: regular homework tasks, test

Further Information – anne.gans@engsem.~

SP2
Englisches Seminar

Grammar (Blockseminar)

Seminar, Max. Teilnehmer: 25
Foster, Darren Paul

Mo Einzel 10:00 - 15:00 10.10.2016 - 10.10.2016 1502 - 613
Di Einzel 10:00 - 15:00 11.10.2016 - 11.10.2016 1502 - 613
Mi Einzel 10:00 - 15:00 12.10.2016 - 12.10.2016 1502 - 613
Do Einzel 10:00 - 15:00 13.10.2016 - 13.10.2016 1502 - 613
Fr Einzel 10:00 - 11:30 14.10.2016 - 14.10.2016 1502 - 613

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

Bemerkung
SP2
Prerequisites – SP1
Registration – StudIP
Size Restriction: 25
Assessment Tasks – SL: will be specified in class, PL: exam
Further Information – darren.foster@engsem.~

Advanced Language Practice

SP3

SP4

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

DidF1
Introduction to English Language Teaching

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

Di wöchentl. 14:00 - 16:00 18.10.2016 - 01.02.2017 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
DidF1
Registration – StudIP 1.9.2016-30.9.2016 / Size restriction – 30 / Prerequisites – None / Further Information – Gabriele.blell@engsem.uni-hannover.de

Literatur
Required Reading:
This book is recommended. Additional texts will be posted on StudIP.

Introduction to English Language Teaching

Seminar, SWS: 2, Max. Teilnehmer: 30
Fuchs, Stefanie

WiSe 2016/17
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.

Registration
– Size restriction – 30
– Prerequisites – None
– Further Information – stefanie.fuchs@engsem.

Required Reading:

This book is recommended. Additional texts will be posted on StudIP.
Englisches Seminar

Kolloquium, SWS: 2, Max. Teilnehmer: 15
Blell, Gabriele| Fuchs, Stefanie

Di wöchentl. 16:00 - 18:00 18.10.2016 - 01.02.2017 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. Es werden empirische Forschungsmethoden aufgezeigt und diskutiert.

Bemerkung
DidF1, DidF2 / DidA1, DidA2 / DidPA / DidFP

Registration – StudIP 1.9.2016-30.9.2016 / Size restriction – 15 / Prerequisites – None / Further Information – gabriele.blell@engsem.~ / stefanie.fuchs@engsem.~

Literatur
Required Reading:
See course page on StudIP.

Teaching Grammar and Vocabulary

Seminar, SWS: 2, Max. Teilnehmer: 15
Fuchs, Stefanie

Mi wöchentl. 10:00 - 12:00 19.10.2016 - 01.02.2017 1502 - 615

Kommentar
Grammatical competence and word knowledge lead to communicative competence. However, there are divergent opinions on how and when to teach grammar and vocabulary in the foreign language classroom. On the one hand, grammar is simply necessary in language learning and teaching. On the other hand, learners will acquire grammatical structures on their own and it is questionable which structures should be taught at all. In this seminar we will discuss the necessity of explicit grammar teaching as we take a look at the theoretical background, examine various methods, instructions and activities for teaching grammar and vocabulary in the classroom. We also develop our own teaching materials and learning tasks based on observations of EFL classrooms at school. Finally, we will discuss the material with English teachers and plan to test the materials in school.

Bemerkung
DidF2


Literatur
Required Reading:
See course page on StudIP.
**Intermediate American Literature and Culture (AmerF2/AmerF3)**

**AmerF2**

**Survey of American Literature and Culture**

Vorlesung, SWS: 2  
Mayer, Ruth


**Kommentar**

This lecture will provide an introduction to American culture and literature from the beginnings of colonization to the present time. We will be concerned with the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts, casting a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution, independence and the negotiations around national identity and manifest destiny. It will focus on the interactions between minorities and mainstream, marginalized groups and powerful parties, and investigate the emergence of cultural categories of distinction (the high, the low, and the middle). A reader with additional course material will be made available at the beginning of the class. Please refer to the course page on StudIP for further information as the semester approaches. All the material including power point presentations and handouts will be posted online on StudIP. Please register on StudIP between Sept. 1-30.

**Bemerkung**

AmerF2

ruth.mayer@engsem.~

**AmerF3**

**Jewish American Immigrant Literatures and Cultures**

Seminar, SWS: 2, Max. Teilnehmer: 30  
Mayer, Ruth

Mi wöchentl. 12:00 - 14:00 19.10.2016 - 04.02.2017  1502 - 615

**Kommentar**

In this class we will discuss seminal texts of Jewish American literature from the vantage point of their engagement with the processes and experiences of immigration. We will approach the literature of the period against the backdrop of other cultural representations in photography, film, and comics. Please purchase and read Henry Roth, *Call It Sleep* (Picador, ISBN: 978-0312424121) and Eva Hoffman, *Lost in Translation: A Life in a New Language* (Vintage, ISBN: 978-0099428664). A reader with additional course material will be made available at the beginning of the semester. Please register on StudIP between Sept. 1-30.

**Bemerkung**

AmerF3

ruth.mayer@engsem.~

**Literature in the Digital Era**

Seminar, SWS: 2, Max. Teilnehmer: 30  
Soller, Bettina

Do wöchentl. 14:00 - 16:00 20.10.2016 - 04.02.2017  1502 - 609

**Kommentar**

Presumably, digitization has reconfigured our understanding and concept of literature, the materiality of its medium and the channels of its distribution. Electronic production and reception environments have created challenges to established ways of studying and analyzing not only digital texts but print media as well. In this class we will investigate theories of electronic literature and hypertext as well as literary texts that are “digital born,” a first generation digital object created on a computer and (usually) meant to be
Englisches Seminar

read on a computer” (Hayles 2007). We will consider if and how the roles and functions of literary agents – readers, writers and critics – are reconfigured through the impact of digitization. The class will turn to experimental forms like hypertext fiction, digital poetry and interactive fiction as well as ‘remediated’ formats like e-books. We will look at works created on social online sites like twitter or on fan fiction archives like fanfiction.net, and reviews written by readers on Goodreads, as well as examine the dynamics of self-publishing. Additionally we will look at projects that examine and negotiate digital literature and electronic writing through print texts. The class will end with a student-organized conference. (If you want to be part of the organizational team, please sign up for the Independent Studies class).

Bemerkung

AmerF3


Intermediate British Literature and Culture (BritF2/BritF3)

BritF2

BritF3

British and Irish Poetry 1950-2016

Seminar, SWS: 2, Max. Teilnehmer: 40
Bennett, Peter

Fr wöchentl. 12:00 - 14:00 21.10.2016 - 02.12.2016 1502 - 703
Fr Einzel 12:00 - 14:00 09.12.2016 - 09.12.2016 1502 - 609
Fr wöchentl. 12:00 - 14:00 16.12.2016 - 04.02.2017 1502 - 703

Kommentar

The aim of this seminar is to develop confidence in working with modern poetry generally and in the specific context of British cultures over the last fifty years or so. We shall be working on many poems by many poets, some well-known, other less so. On the way, we shall debate the nature of poetry, asking what is and what is not poetry and discussing the criteria. This will lead to analysis of the marginal zone that lies between the literary text and the song lyric, namely performance poetry and the beat-based, non-melodic texts of British (British-Asian, British Caribbean, white British) dub, beat and hip-hop.

Bemerkung

BritF3

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – AmerBritF1 ● Size restriction – 40 ● Further information – peter.bennett@engsem.~

Literatur

Texts will be made available in class.

From Realism to Modernism

Seminar, SWS: 2, Max. Teilnehmer: 35
Grünkemeier, Ellen

Di wöchentl. 14:00 - 16:00 18.10.2016 - 04.02.2017 1502 - 613

Kommentar

This course will familiarise students with realism and modernism: we will identify the characteristics of realist and modernist modes of writing and discuss their functions and effects. Drawing on the ‘Lektüreliste Anglistik’, we will focus on major texts from the late 19th to the early 20th centuries. Selected poems, short stories and non-fictional essays as well as Virginia Woolf’s novel To the Lighthouse (1927) will be subject to our discussion. Studying the exemplary texts, we will combine close readings (based on the analytical categories from the ‘Introduction to Literary Studies’) with historical contextualisation and a discussion of the cultural, social and political implications of these texts and modes of writing.

Bemerkung

BritF3
Englisches Seminar


Literatur

Please bring your own copy of Virginia Woolf’s To the Lighthouse (preferably the Oxford World’s Classic or the Penguin Classics edition).

The short stories, poems and non-fictional essays will be provided on StudIP.

Jane Austen's Novels

Seminar, SWS: 2, Max. Teilnehmer: 40
Gohrisch, Jana

Di wöchentl. 16:00 - 18:00 18.10.2016 - 04.02.2017 1502 - 703

Kommentar

In this course students will practice their skills in the analysis of fictional texts (acquired in the “Introduction to Literary Studies”) on two of Jane Austen’s well-known novels and a range of non-fictional material.

Jane Austen is one of the most influential British novelists. Her novels explore a variety of topics such as gender roles and love, courtship and marriage, property and social class, sensibility and reason. In this seminar we will address these and other topics as well as questions concerning language and style (free indirect discourse and irony), character and setting.

Two of her novels, i.e. Pride and Prejudice (1813) and Emma (1816), will be subject to in-depth analysis. We will locate the texts in their wider social, historical and cultural contexts and briefly discuss some of their novelistisch and cinematographic adaptations in the 20th and the 21st centuries such as the 2016 film version of Graham Smith’s mashup Pride and Prejudice and Zombies (2016).

Bemerkung


Literatur

Required Reading:

Jane Austen. Pride and Prejudice (1813)
Jane Austen. Emma (1816)

Students who wish to attend this course should purchase the novels in well-annotated Penguin or Oxford Classics editions and read one of them before the course starts.

The non-fiction covered in the seminar will be provided either on StudIP or in a reader available from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

Professionalisierungsbereich Schlüsselkompetenzen

Für weitere Veranstaltungen siehe das Angebot des Zentrums für Schlüsselkompetenzen.

Classroom English

Seminar, SWS: 2, Max. Teilnehmer: 25
Gans, Anne

Mo wöchentl. 10:00 - 12:00 17.10.2016 - 04.02.2017 1502 - 613

Kommentar

This course offers students an insight into teaching in the foreign language classroom by focussing on necessary vocabulary and simulating a teaching situation. Students will design a lesson plan and carry it out (the Studienleistung), thus practising communication skills, classroom management, motivation and flexibility in the target language. The Prüfungsleistung is a reflection essay about this procedure. The course is primarily intended for prospective teachers (SK), but students of the “außerschulische” programs are also welcome (SPE).

Bemerkung

SPE:
Assessment Tasks – one written task (lesson plan) and one oral presentation (lesson) (SL), 90-min. exam (PL)

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

Assessment Tasks – SL: one written task (lesson plan) and one oral presentation (lesson)

Registration - StudIP 01.09. - 30.09.2016
Size Restriction: 25
Prerequisites – SP1 + SP2
Further Information – anne.gans@engsem.

Literatur
Please obtain the following course book before the term starts. It is available from amazon.de, amazon.co.uk and bookdepository.com:

Contemporary Britain

Seminar
Foster, Darren Paul

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<thead>
<tr>
<th>Mi wochentl.</th>
<th>12:00 - 14:00 19.10.2016 - 04.02.2017</th>
<th>1502 - 703</th>
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<tbody>
<tr>
<td>Kommentar</td>
<td>Contemporary Britain will introduce you to modern Britain's most important institutions and its most bewildering contradictions.</td>
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<td></td>
<td>This course will provide you with behind-the-scenes-access to modern Britain. By the end of the course, you will know about eurosceptics underneath thatched roofs, binge-drinking in country pubs, and the quality the Brits love most about the Queen: she keeps her mouth shut. If you have ever wondered what makes Britain Britain, this is the course for you.</td>
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<tr>
<td></td>
<td>Please purchase the course book indicated below before the course begins, and bring it – together with a willingness to discuss and present on contemporary issues – to the first session.</td>
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</table>

Bemerkung
SPE:
Assessment Tasks – various written and oral tasks (SL), 90-min. exam (PL)
Registration - StudIP 01.09. - 30.09.2016
Prerequisites – SP1 + SP2
Size restriction: 25
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


Prerequisites - none

Size restriction: 25

Further Information - darren.foster@engsem.

English Theatre Workshop

Workshop, SWS: 4
Bennett, Peter

Mi wöchentl. 14:00 - 18:00 19.10.2016 - 04.02.2017 1501 - -119
So wöchentl. 14:00 - 18:00 04.12.2016 - 29.01.2017 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.

Bemerkung
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".

Further information – peter.bennett@engsem.

Investigating Language Practice through Children's Literature

Seminar, SWS: 2, Max. Teilnehmer: 25
Bennett, Peter

Mi wöchentl. 10:00 - 12:00 19.10.2016 - 04.02.2017 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 – various written and oral tasks (SL), 90-min. exam (PL)


Size Restriction: 25

Prerequisites – SP1 + SP2

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


Prerequisites - none
Website Writing (Blockseminar)

Seminar, SWS: 2, Max. Teilnehmer: 25
Gans, Anne

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<th>10.10.2016 - 10.10.2016</th>
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</table>

Kommentar

Everyone is an expert about their own hobby, interest or passion, whether that is a sport, a craft, a person they admire, or a political or cultural issue. In this course students will have the opportunity to create an informative website about their passion. Students will research, write, correct and edit their texts in class and design the website with the help of a free program at home (knowledge of programming language is not required). There will be exercises and mini-lessons on grammar, register and vocabulary as well as peer-editing activities. We will also discuss issues of reader-friendly design, writing for the public, plagiarism and privacy. Students will present their websites to the class in short oral presentations. There is a written exam for those who wish to take the Prüfungsleistung for the SPE module in this course.

Please note: homework will be set each evening. It is not necessary to bring a laptop to class, although students may find it useful. Students must have computer access at home in the evenings.

Bemerkung

SPE:
Assessment Tasks – writing of texts (at least 1000 words), creation of website and 5-minute oral presentation (SL), 90-min. exam (PL)
Registration - StudIP 01.09. - 30.09.2016
Prerequisites – SP1 + SP2
Size Restriction: 25
Further Information – anne.gans@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: writing of texts (at least 1000 words), creation of website and 5-minute oral presentation (SL), 90-min. exam (PL)
Registration – StudIP
Prerequisites – none
Further Information – anne.gans@engsem.~

Advanced Language Practice (SP3/SP4)

SP3
Composition (Group 1)

Seminar, SWS: 2
Foster, Darren Paul

Mo wöchentl. 08:00 - 10:00 | 17.10.2016 - 04.02.2017 | 1502 - 703

WiSe 2016/17
The course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

**Composition (Group 2)**

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<td>Mo wöchentl.</td>
<td>10:00 - 12:00 17.10.2016 - 04.02.2017 1502 - 709</td>
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</tbody>
</table>

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.

**Comment**

**Prerequisites** – SP1 + SP2 (Foundations Language Practice)


**Assessment Tasks** – SL: two written tasks

Size Restriction - 18

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

**Composition (Group 3)**

<table>
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<tr>
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<td>08:00 - 10:00 18.10.2016 - 04.02.2017 1502 - 709</td>
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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.

**Comment**

**Prerequisites** – SP1 + SP2 (Foundations Language Practice)


**Assessment Tasks** – SL: two written tasks

Size Restriction - 18

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

**Composition (Group 4)**

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<td>10:00 - 12:00 18.10.2016 - 04.02.2017 1502 - 709</td>
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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.

**Comment**

**Prerequisites** – SP1 + SP2 (Foundations Language Practice)
Composition (Group 5)

Seminar
Schneller, Jill

Di wöchentl. 12:00 - 14:00 18.10.2016 - 04.02.2017 1502 - 613
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
Prerequisites – SP1 + SP2 (Foundations Language Practice)
Assessment Tasks – SL: two written tasks
Size Restriction - 18
Further Information – jill.schneller@engsem.~

Composition (Group 6)

Seminar
Schneller, Jill

Mi wöchentl. 10:00 - 12:00 19.10.2016 - 04.02.2017 1502 - 709
Kommentar
This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

Bemerkung
Prerequisites – SP1 + SP2 (Foundations Language Practice)
Assessment Tasks – SL: two written tasks
Size Restriction - 18
Further Information – jill.schneller@engsem.~

Composition (Group 7)

Seminar
Bennett, Peter

Do wöchentl. 10:00 - 12:00 20.10.2016 - 04.02.2017 1502 - 709
Kommentar
This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

Bemerkung
Prerequisites – SP1 + SP2 (Foundations Language Practice)
Assessment Tasks – SL: two written tasks
Size Restriction - 18
Further Information – jill.schneller@engsem.~
**SP4**

**SP4 Advanced Composition (Blockseminar)**

Seminar, Max. Teilnehmer: 20  
Schneller, Jill

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<td>15.03.2017 - 15.03.2017</td>
<td>1502 - 615</td>
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</table>

**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**  
Registration — StudIP (by 31.01.2017 for Blockkurse) / Size restriction: 20 / Prerequisites — SP1 + SP2 and SP3 / Assessment Tasks — SL: two written tasks PL: 90-min exam / Further Information — jill.schneller@engsem.

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**Masterstudiengang Lehramt Gymnasium - Fach Englisch**

**Literarisches Kolloquium vom bzw. zum Literarischen Salon**

Seminar, SWS: 2  
Meyer-Kovac, Jens | Milsch, Charlotte

**Mi wöchentl.**  
16:00 - 18:00  
26.10.2016 - 04.02.2017  
1502 - 116

**Kommentar**  

es noch gar nicht gibt: Anhand von Druckfahnen befassen wir uns mit geplanten, aber noch nicht veröffentlichten Titeln, die dann möglicherweise Bestandteil zukünftiger Salon-Programme werden. Hier zählt der kurze, schnelle Eindruck: Lässt sich zu diesem Buch und mit dessen Autor oder Autorin ein Salon-Abend gestalten?

**Bemerkung**
Teilnehmerzahl: 30.

**Literatur**
Druckfahnen nicht veröffentlichter Titel werden im Kolloquium ausgehändigt.

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### Praxisseminar KULTURVERANSTALTUNGEN

**Seminar, SWS:** 2  
**Meyer-Kovac, Jens| Milch, Charlotte**

**Mi** wöchentl. 14:00 - 16:00 19.10.2016 - 01.02.2017  
1502 - 703

**Kommentar**


**Bemerkung**
Teilnehmerzahl: 30.

**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

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### Fachpraktikum Englisch (DidPA): Erst und Zweitfach

**Fachpraktikum Englisch: IGS Mühlenberg**

**Fachpraktikum, SWS:** 2  
**Fuchs, Stefanie**

**Mo**  
17.10.2016 - 04.02.2017

**Kommentar**
In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und Mentor/innen selbst.

Ergänzend wird von uns ein begleitendes Blockpraktikum an der IGS Mühlenberg angeboten.

Die Teilnahme ist auf 4 Plätze limitiert, die in der Reihenfolge der Anmeldung über Stud.IP vergeben werden.

Der genaue Zeitraum für das Praktikum wird noch bekanntgegeben.

**Bemerkung**

**Literatur**
Required Reading:  
Course page on Stud.IP.
**Kolloquium zum Studienabschluss (FüBA & MEd.)**

**Kolloquium, SWS: 2, Max. Teilnehmer: 15**
Blell, Gabriele| Fuchs, Stefanie

**Di wöchentl. 16:00 - 18:00 18.10.2016 - 01.02.2017 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. Es werden empirische Forschungsmethoden aufgezeigt und diskutiert.

**Bemerkung**
DidF1, DidF2 / DidA1, DidA2 / DidPA / DidFP

**Literatur**
Required Reading:
See course page on StudIP.

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**Planung und Analyse von Englischunterricht**

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

**Do wöchentl. 08:00 - 10:00 20.10.2016 - 04.02.2017 1502 - 615**

**Kommentar**

**Bemerkung**
DidPA

**Literatur**
Required Reading:

Der Kauf dieses Grundlagenwerks wird empfohlen.

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**Planung und Analyse von Englischunterricht**

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

**Fr wöchentl. 14:00 - 16:00 21.10.2016 - 23.12.2016 1502 - 615**

**Fr Einzel 16:00 - 18:00 04.11.2016 - 04.11.2016 1502 - 615**

**Fr Einzel 16:00 - 18:00 13.01.2017 - 13.01.2017 1502 - 615**

**Kommentar**
Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden.

Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch.

Englisches Seminar

Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Bemerkung


Literatur

Required Reading:


Der Kauf dieses Grundlagenwerks wird empfohlen.

Planung und Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 25
Woltin, Alexander

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<td>1502 - 703</td>
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</table>

Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden.


Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Das Seminar wird als Blockseminar durchgeführt.

Bemerkung

DidPA


Literatur

Required Reading:


Der Kauf dieses Grundlagenwerks wird empfohlen.

Advanced Methodology (DidA): Erst- und Zweiftach
Kolloquium zum Studienabschluss (FüBA & MEd.)

Kolloquium, SWS: 2, Max. Teilnehmer: 15
Blell, Gabriele| Fuchs, Stefanie

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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. Es werden empirische Forschungsmethoden aufgezeigt und diskutiert.

Bemerkung

DidF1, DidF2 / DidA1, DidA2 / DidPA / DidFP

Registration – StudIP 1.9.2016-30.9.2016 / Size restriction – 15 / Prerequisites – None / Further Information – gabriele.blell@engsem.~ / stefanie.fuchs@engsem.~

Literatur

Required Reading:

See course page on StudIP.
**Language Testing and Assessment with a Focus on Speaking and Writing**

Seminare, SWS: 2, Max. Teilnehmer: 30  
Fellmann, Gabriela

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Kommentar

Tests and assessment are an integral part of foreign language learning and teaching. The seminar therefore provides an opportunity to explore a variety of key theoretical and practical issues involved in language testing and assessment. We will focus on test development, design and data analysis as well as their effects on the learning process. The seminar will also offer a review of influential articles by authors such as e.g. Canale, Swain, Moss, Alderson and we will discuss their contribution to the field. Students should be enabled to identify and select test formats appropriate for different ages, competence levels, skills and purposes. We will also develop language tests for a class at my school focussing on competence-oriented testing (writing and speaking) according to the “Kerncurriculum”, and evaluate the pupils’ tests (written exams; transcripts of speaking exams). Alternatives to testing will be thoroughly discussed.

Bemerkung

*Registration – StudIP 01.09.2016 - 30.09.2016 ● Size restriction – 30 ● Prerequisites – DidF ● Further Information – gabriela.fellmann@engsem.uni-hannover.de*

Literatur

Required Reading:


**Teaching English with Film**

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

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Kommentar

Film has left the movies and stepped into the streets. Everywhere we are offered opportunities to show and watch films: in parks, on trains, airplanes, the underground or walls. At the same time, film productions and their „by-products“ have flooded our public spaces with posters, advertising, merchandising products etc. Furthermore, films have been made into comics or even computer games. With reference to the development of competences in the field of *film contextualization* (Film kontextualisieren) in the EFL classroom (cf. Blell/Grünewald/Kepser & Surkamp, in print), the seminar will particularly focus on the interrelation of film in/and public spaces (*wide reading*). On the basis of little field studies in public spaces, we will subsequently design and discuss task- and activity-oriented learning scenarios for the EFL classroom.

Bemerkung

*Registration – StudIP 01.09.2016-30.09.2016 / Size restriction – 30 / Prerequisites – DidF / Further Information – gabriele.bell@engsem.uni-hannover.de*

Literatur

Required Reading:

Please, see the course page on StudIP.

**Teaching English with Media**

WiSe 2016/17
**Englisches Seminar**
Seminar, SWS: 2, Max. Teilnehmer: 30
Fuchs, Stefanie

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The Global Queer

Seminar, SWS: 2, Max. Teilnehmer: 30
Oldehus, Anna-Lena

Fr  Einzel 14:00 - 18:00 20.01.2017 - 20.01.2017 1502 - 609
Sa  Einzel 10:00 - 16:00 21.01.2017 - 21.01.2017 1502 - 615
Block 14:00 - 18:00 27.01.2017 - 28.01.2017 1502 - 609

In this class we will look at historical and contemporary conceptions of queerness and other non-normative forms of gender and sexuality. Thereby, we will approach these concepts from a postcolonial perspective in order to highlight dynamics, challenges, and contradictions within the emancipation process.

As a basis we will look at theoretical texts and concepts concerning sexuality to then examine contemporary debates about phenomena such as “white gayness”, marriage rights, and coming-outs.

This class can be accredited for the Studienschwerpunkt Gender Studies.

BritA
Contemporary Asian British Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40
Gohrisch, Jana

Di  wöchentl. 14:00 - 16:00 18.10.2016 - 04.02.2017 1502 - 609

Starting with a brief introduction into questions of terminology and the history of migration from Asia to Britain, we shall explore diasporic writing and its metropolitan reception, employing postcolonial concepts such as orientalism, othering and cultural hybridity. The viewing and reading programme for this course will comprise the following works: sketches from the comedy series Goodness Gracious Me (1998), Hanif Kureishi’s The Buddha of Suburbia (1990), Salman Rushdie’s short story “Chekov and Zulu” (1994) and the feature film East is East (1999). While this film presents a story of growing up male and Muslim in northern Britain, Monica Ali’s much acclaimed realist novel Brick Lane (2003) chronicles immigrant life in London from a female perspective. The course will conclude with a selection of poetry from Daljit Nagra’s prize-winning collection Look We Have Coming to Dover (2007).

Literatur
Required Reading:
Hanif Kureishi. The Buddha of Suburbia (1990)
Please buy the novels and read at least one of them before the course begins.

A reader with Rushdie’s short story, Nagra’s poems and additional material will be available either on StudIP or from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

Laurence Sterne: The Life and Opinions of Tristram Shandy, Gentleman

Seminar, SWS: 2, Max. Teilnehmer: 40
Bennett, Peter

Do wöchentl. 14:00 - 16:00 20.10.2016 - 04.02.2017 1502 - 703

Published between 1759 and 1767, *Tristram Shandy* is one of the most extraordinary novels in the English language. Humourously and humanely satirical, but not bitterly so, its influences include the work of Cervantes, Rabelais, Montaigne, and Swift. It is often considered to be a forerunner of certain innovative novels of the 20th century. Produced in a period when the “classical” novel was taking shape, it does not offer the narrative continuities of that emerging genre. Nor, therefore, does it attempt to seduce the reader into the fictional world of the story. On the contrary, the text of *Tristram Shandy* continually and playfully emphasizes the performative nature of narration and the physical reality of printing ink on paper. The basic storyline is overwhelmed by the digressions and, when retrieved, proves paltry and aimless. As it was doubtless meant to be. The whole work is what is known in English as a shaggy-dog story or, as the closing line suggests, a cock-and-bull story. Which is not to say that it must therefore be frivolous. We may well discover a particular anti-dogmatic sanity behind the apparent craziness when we explore not only the intrinsic workings of the book but also extrinsic matters such as historical contexts, cultural influences and aspects of Sterne’s personal life. But, like *Tristram Shandy* itself, the seminar will not attempt to impose conclusions or achieve closure.

Bemerkung

BritA / AAS2

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students) ● Size restriction – 40 ● Further information – peter.bennett@engsem.

Literatur

You should get hold of the Penguin Classics text which was first published in 1997 and reissued in 2003, edited by Melvin and Joan New and based on the so-called Florida Edition. Do not confuse this with earlier Penguin editions.

Reading Early Modern British Classics

Seminar, SWS: 2, Max. Teilnehmer: 40
Gohrisch, Jana

Mi wöchentl. 10:00 - 12:00 19.10.2016 - 04.02.2017 1502 - 703

In this course, we shall explore the social and political, cultural and literary developments from the end of the Wars of the Roses in 1485 to the Glorious Revolution in 1688/89, dealing with the Tudor and Stuart monarchy, the reformation and Puritanism, and the rise of the middle classes.

In addition to watching and discussing parts of Simon Schama’s BBC *History of Britain* series, we will read Thomas More’s famous prose text *Utopia* (1516) and sonnets as well as other poems by Wyatt, Sidney, Spenser, Shakespeare and John Donne. The most prominent reading will be Shakespeare’s tragedy *Othello* (performed c. 1604), which will be of interest to us, under the theoretical paradigm of New Historicism, for its treatment of gender, class and race. Throughout the course, we shall use the analytical categories acquired in the ‘Introduction to Literary Studies’.

Bemerkung

BritA / AAS2 / Interdisziplinär: Gender Studies, Transformation Studies / Atlantic Studies: WP Ungleichheit, Herrschaft und Differenz

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – completed Foundations Literature and Culture
Englisches Seminar

Module (for FüBA students) ● Size restriction – 40 ● Further information – jana.gohrisch@engsem.~

Literatur


William Shakespeare. Othello (Arden edition)

Please read the play during the term break, i.e. before the course starts.

Although the Norton Anthology contains all the texts (except Othello), More’s Utopia and the poems as well as additional material on Shakespeare’s play will be provided in a reader available from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

Survey of Literary Theories

Seminar, SWS: 2, Max. Teilnehmer: 35
Grünkemeier, Ellen

Di wöchentl. 10:00 - 12:00 18.10.2016 - 01.02.2017 1502 - 613

This seminar will introduce students to 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, New Historicism and Cultural Materialism, Post-Structuralism and Deconstruction, Feminism and Gender Studies and Postcolonial Theory. Charlotte Brontë’s novel Jane Eyre (1847) will serve as the central literary text to which we will apply the theories.

In preparation for class students will be required to familiarise themselves with the key ideas of the respective approaches and read selected theoretical texts by some of their main representatives.

In class, we will then discuss and systematise these ideas and apply them to Jane Eyre in order to demonstrate the practical value of the theories and to practise their terminologies.

Bemerkung

BritA

A reader with the theoretical texts covered in the seminar will be available from Copyshop Storck (Körnerstraße 3) from October 11, 2016

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Size restriction – 35 ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students) ● Further Information – ellen.gruenkemeier@engsem.~

Literatur

Students are strongly advised to read Jane Eyre prior to the first class meeting. Please buy the Norton Critical Edition of Jane Eyre (ed. by Richard Dunn) as well as Peter Barry’s introductory textbook.

A reader with the theoretical texts covered in the seminar will be made available.

Required Reading:


The New Nigerian Novel

Seminar, SWS: 2, Max. Teilnehmer: 30
Pardey, Hannah

Do wöchentl. 10:00 - 12:00 20.10.2016 - 04.02.2017 1502 - 609

Critics who explore the literary output of contemporary Nigerian authors, from Chimamanda Ngozi Adichie and Helon Habila to Sefi Atta and Chris Abani, do so under the catchphrase ‘Third Generation Nigerian Literature’. First coined by Pius Adesanmi
Englisches Seminar

and Chris Dunton, the term refers to a growing body of literary texts that differ markedly from those by preceding generations of Nigerian writers. In their introduction to a special issue of *English in Africa* (2005), they define the third generation as occupied with "nomadism, exile, displacement, and deracination" (16) as opposed to the anticolonial ‘writing back’ strategies that characterized earlier literary projects.

Seeking to familiarize students with the key concepts of and recent debates within Postcolonial Studies, we shall read Chinua Achebe’s internationally acclaimed classic *No Longer at Ease* (1960) before investigating how two third-generation authors redefine the thematic and aesthetic concerns of a Nigerian writing tradition. Achebe’s novel is set on the heels of Nigeria’s independence and deals with the havoc colonial rule wreaked on Igbo society and culture. Both Adichie’s *Half of a Yellow Sun* (2006) and Helon Habila’s *Measuring Time* (2007) allude to Achebe to inquire into the implications of negotiating Nigeria’s violent history for a Euro-American audience. On the fictional level, the novels suggest a new kind of historiographic writing that centres on the everyday lives of ordinary people.

**Literatur**

Required Reading:

Please buy Chinua Achebe’s *No Longer at Ease* (1960), Chimamanda Ngozi Adichie’s *Half of a Yellow Sun* (2006) and Helon Habila’s *Measuring Time* (2007) and read at least Achebe prior to class.

All other texts covered in the seminar will be available in a reader (Copyshop Stork, Körnerstraße 3) or on StudIP.

**LingA1**

**Face and Rapport Management**

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Mo wöchentl. 16:00 - 18:00 17.10.2016 - 04.02.2017 1502 - 703

We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans ‘encode’ states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments. This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest.

The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources. We will take a pragmatic approach that is based on the controversial notion that politeness is equivalent to communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms ‘polite’ or ‘impolite’ to linguistic phenomena. We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony (‘mock politeness’) and banter (‘mock impoliteness”).

**Bemerkung**

LingA1, FAL 2

Size restriction – 25
Prerequisites – LingF1-LingF4 (FüBA)
Further information –rainer.schulze@engsem.uni-hannover.de
The following textbook will be used in class and is recommended for purchase:


Please make sure that you order your copy of the book asap.

Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

**Phraseology and Culture**

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

**Kommentar**

The proposition that there is a correlation between language and culture or culture-specific ways of thinking can be traced back to the views of Herder and von Humboldt in the late 18th and early 19th centuries. It was most explicitly formulated, however, by the German-American linguist and anthropologist Edward Sapir in various publications from 1929 onward (re-published posthumously in 1949 under the title *Selected Writings of Edward Sapir in Language, Culture and Personality*), and in the writings of his pupil Benjamin Lee Whorf (republished posthumously in 1956 as *Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf*). The Sapir-Whorf hypothesis, as it came to be called, expresses the notion that different languages lead their speakers to different conceptualizations of the same extralinguistic reality, which seems to be most evident in the way that reality is segmented by the lexicon.

Even though few linguists would fully agree with a strict reading of the Sapir-Whorf hypothesis today, it is generally accepted that a language, especially its lexicon, influences its speakers’ cultural patterns of thought and perception in various ways, for example through a culture-specific segmentation of the extralinguistic reality, the frequency of occurrence of particular lexical items, or the existence of keywords or key word combinations revealing core cultural values. Nevertheless, the exact workings of the link between language and culture are still poorly understood. The few specific theoretical frameworks that do exist are often felt to be inadequate, and the research methodology is only insufficiently developed.

The aim of this advanced seminar, then, will be to explore the cultural dimension of a wide range of pre-constructed or semi-pre-constructed word combinations in English. These will include highly opaque multiword units of the *kick-the-bucket* type, collocations, irreversible binominals, phrasal verbs, compounds, metaphorical expressions, similes, proverbs, familiar quotations, catchphrases, clichés, slogans, expletives, and discourse markers such as politeness formulae (all of which have been subsumed under phraseology, or under *idiom* in the Anglo-American linguistic tradition), types of word combinations (e.g. proverbs and similes), use-related varieties (such as the language of tourism or answering-machine messages), and user-related varieties (such as Aboriginal English or African English).

**Bemerkung**

LingA1, FAL 2

Size restriction – 25

Prerequisites – LingF1-LingF4 (FüBA)

Further information – rainer.schulze@engsem.uni-hannover.de

Literatur

A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

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**LingA2**

*Applied Cognitive Linguistics (Blockseminar Ying-Hsueh Hu): Applications and Implications of CL in SLA, Cross-cultural and Social Studies*
This is a course to raise the awareness of a discipline that has come to be known as “Cognitive Linguistics” (CL) and in what way this discipline has influenced investigations into semantics, syntax and vocabulary. Thanks to this perspective, the whole issue of language acquisition has been brought into a new light. Therefore, the aim of the course is to explore research in CL and first/second language learning and how this knowledge may be applied to language teaching.

The course will consist of a core component on the major tenets of CL, such as prototypes, basic level concepts, metaphors, metonymies, image schemas and motion event structures through the investigation of several research studies on the nature of language and language development. Also, the course will provide opportunities to examine and discuss the empirical evidence on the applications of these CL principles to second/foreign language teaching and learning. Students will be given hands-on-training to conduct their own analyses at the end of each session and design teaching materials for their current or future classroom as a small-scale group project to be presented on the final day of the course. The language teaching areas that will be examined include, but are not limited to, English basic level words, propositions, lexical chunks (e.g., phrasal verbs and idioms), modal verbs, syntax for motion events, and tenses/aspects. Although the course focuses on the pedagogical application of CL, applications to cross-cultural learning and socio as well as political discourse analysis will also be briefly introduced.

Bemerkung
LingA2, FAL 7
Dozentin: Ying-hsueh Hu, Tamkang University, Taiwan
Registration – StudIP 01.09.2016-30.09.2016 / Size restriction – 25 / Further Information — ulrike.altendorf@engsem.“

LinguA³
Seminar, SWS: 2
Altendorf, Ulrike| Mathias, Alexa

Linguistik ist weitaus mehr als grammatische Analyse... LinguA³ vermittelt Einblicke in die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsgebiete sowie interdisziplinärer Forschung und beruflicher Praxis. Pro Semester finden drei Gastvorträge internationaler Wissenschaftler/-innen aus Germanistik, Anglistik und Romanistik statt. Im begleitenden Seminar werden die Themen der Gastvorträge inhaltlich vorbereitet und vertieft, aber auch die Organisation der Vorträge sowie die damit verbundenen „PR-Maßnahmen“ werden von den Studierenden aktiv mitgestaltet.


Vortragsthemen und –termine im WS 2016/17:
15.11.16, 18 Uhr: Dr. François Conrad (LUH): „Luxemburgisch“
06.12.16, 18 Uhr, Prof. Dr. Jane Stuart-Smith (University of Glasgow): (Titel wird noch bekanntgegeben)
Sociolinguistic Typology

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

**Di** wöchentl. 14:00 - 16:00 18.10.2016 - 04.02.2017 1502 - 703
**Kommentar**

This course will present Peter Trudgill's recently developed theories of sociolinguistic typology and new dialect formation as well as a selection of socio-historical case studies to which they will be applied.


**Bemerkung**

LingA2, FAL 4


Sounds & Society (Blockseminar Jane Stuart Smith)

Seminar, Max. Teilnehmer: 25
Altendorf, Ulrike

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**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.
N.B.: Please note that you need to bring a a laptop or comparable net-enabled device with headphones to work with in class.

Bemerkung

LingA2, FAL4
Dozentin: Jane Stuart-Smith, University of Glasgow
Registration – StudIP 01.09.2016-30.09.2016 / Size restriction – 25 / Further Information – ulrike.altendorf@engsem.uni-hannover.de

Um an diesem Kurs teilnehmen zu können, müssen Sie eventuell am Freitag, dem 02.12.16, und am Montag, dem 05.12.16, von Ihnen belegten anderen Lehrveranstaltungen einmalig fernbleiben. Sollte die Lehrenden dieser Veranstaltung eine Bescheinigung wünschen, wenden Sie sich bitte an mich, sobald Sie ein regulärer Seminarteilnehmer sind.

Intermediate and Advanced Linguistics (LingF3/LingA1/LingA2) (Zweitfach)

LingA1
Face and Rapport Management

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer
Mo wöchentlich 16:00 - 18:00 17.10.2016 - 04.02.2017 1502 - 703

Kommentar
We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans ‘encode’ states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments. This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest. The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources. We will take a pragmatic approach that is based on the controversial notion that politeness is equivalent to communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms ‘polite’ or ‘impolite’ to linguistic phenomena. We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony (‘mock politeness’) and banter (‘mock impoliteness’).

Bemerkung

LingA1, FAL 2
Size restriction – 25
Prerequisites – LingF1-LingF4 (FüBA)

Further information – rainer.schulze@engsem.uni-hannover.de

The following textbook will be used in class and is recommended for purchase:

Please make sure that you order your copy of the book asap.

Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

Linguistic Theories of Humor
Englisches Seminar

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Di wöchentl. 10:00 - 12:00 18.10.2016 - 04.02.2017 1502 - 703

Kommentar

How are humorous meanings generated and interpreted? Understanding a joke involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke (a matter of pragmatics). This seminar will introduce and (sometimes) critique a wide range of semantic and pragmatic theories in relation to humour, such as Arthur Koestler’s bisociation theory of humour, Victor Raskin’s script-based theory of jokes, the General Theory of Verbal Humor by Victor Raskin and Salvatore Attardo and the attempt of testing this approach by Willibald Ruch, Salvatore Attardo’s Linear Theory of Humor, the analysis of puns by Salvatore Attardo, the relationship between humour and pragmatic maxims as explored by Herbert P. Grice, Dan Sperber and Deirdre Wilson, etc. Each theory will be complemented by discussion topics, countless jokes as linguistic examples and suggestions for further reading and will thus encourage a critical approach to semantic and pragmatic issues. Beware, attending this seminar is no laughing matter…

Bemerkung

LingA1, FAL 2
Size restriction – 25
Prerequisites – LingF1-LingF4 (FüBA)
Further information – rainer.schulze@engsem.uni-hannover.de

Literatur

A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL

Phraseology and Culture

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Di wöchentl. 16:00 - 18:00 18.10.2016 - 04.02.2017 1502 - 609

Kommentar

The proposition that there is a correlation between language and culture or culture-specific ways of thinking can be traced back to the views of Herder and von Humboldt in the late 18th and early 19th centuries. It was most explicitly formulated, however, by the German-American linguist and anthropologist Edward Sapir in various publications from 1929 onward (re-published posthumously in 1949 under the title Selected Writings of Edward Sapir in Language, Culture and Personality), and in the writings of his pupil Benjamin Lee Whorf (republished posthumously in 1956 as Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf). The Sapir-Whorf hypothesis, as it came to be called, expresses the notion that different languages lead their speakers to different conceptualizations of the same extralinguistic reality, which seems to be most evident in the way that reality is segmented by the lexicon.

Even though few linguists would fully agree with a strict reading of the Sapir-Whorf hypothesis today, it is generally accepted that a language, especially its lexicon, influences its speakers' cultural patterns of thought and perception in various ways, for example through a culture-specific segmentation of the extralinguistic reality, the frequency of occurrence of particular lexical items, or the existence of keywords or key word combinations revealing core cultural values. Nevertheless, the exact workings of the link between language and culture are still poorly understood. The few specific theoretical frameworks that do exist are often felt to be inadequate, and the research methodology is only insufficiently developed.

The aim of this advanced seminar, then, will be to explore the cultural dimension of a wide range of pre-constructed or semi-pre-constructed word combinations in
Englisches Seminar

English. These will include highly opaque multiword units of the *kick-the-bucket* type, collocations, irreversible binominals, phrasal verbs, compounds, metaphorical expressions, similes, proverbs, familiar quotations, catchphrases, clichés, slogans, expletives, and discourse markers such as politeness formulae (all of which have been subsumed under *phraseology*, or under *idiom* in the Anglo-American linguistic tradition), types of word combinations (e.g. proverbs and similes), use-related varieties (such as the language of tourism or answering-machine messages), and user-related varieties (such as Aboriginal English or African English).

**Bemerkung**

LingA1, FAL 2

*Size restriction – 25*

*Prerequisites – LingF1-LingF4 (FüBA)*

*Further information – rainer.schulze@engsem.uni-hannover.de*

**Literatur**

A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

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**LingA2**

**Applied Cognitive Linguistics (Blockseminar Ying-Hsueh Hu): Applications and Implications of CL in SLA, Cross-cultural and Social Studies**

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

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**Kommentar**

This is a course to raise the awareness of a discipline that has come to be known as “Cognitive Linguistics” (CL) and in what way this discipline has influenced investigations into semantics, syntax and vocabulary. Thanks to this perspective, the whole issue of language acquisition has been brought into a new light. Therefore, the aim of the course is to explore research in CL and first/second language learning and how this knowledge may be applied to language teaching.

The course will consist of a core component on the major tenets of CL, such as prototypes, basic level concepts, metaphors, metonymies, image schemas and motion event structures through the investigation of several research studies on the nature of language and language development. Also, the course will provide opportunities to examine and discuss the empirical evidence on the applications of these CL principles to second/foreign language teaching and learning. Students will be given hands-on-training to conduct their own analyses at the end of each session and design teaching materials for their current or future classroom as a small-scale group project to be presented on the final day of the course. The language teaching areas that will be examined include, but are not limited to, English basic level words, propositions, lexical chunks (e.g., phrasal verbs and idioms), modal verbs, syntax for motion events, and tenses/aspects. Although the course focuses on the pedagogical application of CL, applications to cross-cultural learning and socio as well as political discourse analysis will also be briefly introduced.

**Bemerkung**

LingA2, FAL 7

Dozentin: Ying-hsueh Hu, Tamkang University, Taiwan

**Englisches Seminar**

**LinguA³**

Seminar, SWS: 2  
Altendorf, Ulrike| Mathias, Alexa

**Di** wöchentl. 16:00 - 18:00 25.10.2016 - 01.02.2017 1502 - 113
**Di** Einzel 18:00 - 20:00 15.11.2016 - 15.11.2016 1502 - 103
**Di** Einzel 18:00 - 20:00 06.12.2016 - 06.12.2016 1502 - 103
**Di** Einzel 18:00 - 20:00 10.01.2017 - 10.01.2017 1502 - 103

**Kommentar**


Vortragsthemen und –termine im WS 2016/17:
15.11.16, 18 Uhr: Dr. François Conrad (LUH): „Luxemburgisch“
06.12.16, 18 Uhr, Prof. Dr. Jane Stuart-Smith (University of Glasgow): (Titel wird noch bekanntgegeben)
10.01.17, 18 Uhr: Dr. Oliver Herbst, Ansbach: „Diesseits und jenseits der Fachsprache: Medizinische Beratungssendungen im Hörfunk“

**Bemerkung**

Teilnehmerzahl: 25.

**Literatur**

Wird im Seminar bekanntgegeben, teilweise über Stud.IP verfügbar gemacht.

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**Sounds & Society (Blockseminar Jane Stuart Smith)**

Seminar, Max. Teilnehmer: 25  
Altendorf, Ulrike

**Fr** Einzel 09:00 - 18:00 02.12.2016 - 02.12.2016 1502 - 609
**Fr** Einzel 16:00 - 20:00 02.12.2016 - 02.12.2016 1502 - 214
**Sa** Einzel 09:00 - 18:00 03.12.2016 - 03.12.2016 1502 - 609
**Sa** Einzel 09:00 - 17:00 03.12.2016 - 03.12.2016 1502 - 214
**Block** +SaSo 08:00 - 18:00 03.12.2016 - 04.12.2016 1502 - 709
**Block** +SaSo 08:00 - 18:00 03.12.2016 - 04.12.2016 1502 - 613
**Block** +SaSo 08:00 - 18:00 03.12.2016 - 04.12.2016 1502 - 608
**Block** +SaSo 08:00 - 18:00 03.12.2016 - 04.12.2016 1502 - 615
**Block** +SaSo 08:00 - 18:00 03.12.2016 - 04.12.2016 1502 - 703
**So** Einzel 09:00 - 18:00 04.12.2016 - 04.12.2016 1502 - 609
**So** Einzel 09:00 - 17:00 04.12.2016 - 04.12.2016 1502 - 214
**Mo** Einzel 08:00 - 12:00 05.12.2016 - 05.12.2016 1502 - 615
**Mo** Einzel 09:00 - 11:00 05.12.2016 - 05.12.2016 1502 - 214
**Mo** Einzel 12:00 - 16:00 05.12.2016 - 05.12.2016 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.

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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.

N.B.: Please note that you need to bring a laptop or comparable net-enabled device with headphones to work with in class.
the feature film *East is East* (1999). While this film presents a story of growing up male and Muslim in northern Britain, Monica Ali’s much acclaimed realist novel *Brick Lane* (2003) chronicles immigrant life in London from a female perspective. The course will conclude with a selection of poetry from Daljit Nagra’s prize-winning collection *Look We Have Coming to Dover* (2007).

### Required Reading:


Please buy the novels and read at least one of them before the course begins.

A reader with Rushdie’s short story, Nagra’s poems and additional material will be available either on StudIP or from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

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**Laurence Sterne: The Life and Opinions of Tristram Shandy, Gentleman**

Seminar, SWS: 2, Max. Teilnehmer: 40  
Bennett, Peter

**Do wöchentl. 14:00 - 16:00 20.10.2016 - 04.02.2017  1502 - 703**

**Kommentar**

Published between 1759 and 1767, *Tristram Shandy* is one of the most extraordinary novels in the English language. Humourously and humanely satirical, but not bitterly so, its influences include the work of Cervantes, Rabelais, Montaigne, and Swift. It is often considered to be a forerunner of certain innovative novels of the 20th century. Produced in a period when the “classical” novel was taking shape, it does not offer the narrative continuities of that emerging genre. Nor, therefore, does it attempt to seduce the reader into the fictional world of the story. On the contrary, the text of *Tristram Shandy* continually and playfully emphasizes the performative nature of narration and the physical reality of printing ink on paper. The basic storyline is overwhelmed by the digressions and, when retrieved, proves paltry and aimless. As it was doubtless meant to be. The whole work is what is known in English as a shaggy-dog story or, as the closing line suggests, a cock-and-bull story. Which is not to say that it must therefore be frivolous. We may well discover a particular anti-dogmatic sanity behind the apparent craziness when we explore not only the intrinsic workings of the book but also extrinsic matters such as historical contexts, cultural influences and aspects of Sterne’s personal life. But, like *Tristram Shandy* itself, the seminar will not attempt to impose conclusions or achieve closure.

**Bemerkung**

BritA / AAS2

Registration – StudIP 01.09.2016 - 30.09.2016  ● Assessment Tasks – will be specified in class  ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students)  ● Size restriction – 40  ● Further information – peter.bennett@engsem.~

**Literatur**

You should get hold of the Penguin Classics text which was first published in 1997 and reissued in 2003, edited by Melvin and Joan New and based on the so-called Florida Edition. Do not confuse this with earlier Penguin editions.

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**Reading Early Modern British Classics**

Seminar, SWS: 2, Max. Teilnehmer: 40  
Gohrisch, Jana

**Mi wöchentl. 10:00 - 12:00 19.10.2016 - 04.02.2017  1502 - 703**

**Kommentar**

Published between 1759 and 1767, *Tristram Shandy* is one of the most extraordinary novels in the English language. Humourously and humanely satirical, but not bitterly so, its influences include the work of Cervantes, Rabelais, Montaigne, and Swift. It is often considered to be a forerunner of certain innovative novels of the 20th century. Produced in a period when the “classical” novel was taking shape, it does not offer the narrative continuities of that emerging genre. Nor, therefore, does it attempt to seduce the reader into the fictional world of the story. On the contrary, the text of *Tristram Shandy* continually and playfully emphasizes the performative nature of narration and the physical reality of printing ink on paper. The basic storyline is overwhelmed by the digressions and, when retrieved, proves paltry and aimless. As it was doubtless meant to be. The whole work is what is known in English as a shaggy-dog story or, as the closing line suggests, a cock-and-bull story. Which is not to say that it must therefore be frivolous. We may well discover a particular anti-dogmatic sanity behind the apparent craziness when we explore not only the intrinsic workings of the book but also extrinsic matters such as historical contexts, cultural influences and aspects of Sterne’s personal life. But, like *Tristram Shandy* itself, the seminar will not attempt to impose conclusions or achieve closure.

**Bemerkung**

BritA / AAS2

Registration – StudIP 01.09.2016 - 30.09.2016  ● Assessment Tasks – will be specified in class  ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students)  ● Size restriction – 40  ● Further information – peter.bennett@engsem.~

**Literatur**

You should get hold of the Penguin Classics text which was first published in 1997 and reissued in 2003, edited by Melvin and Joan New and based on the so-called Florida Edition. Do not confuse this with earlier Penguin editions.
In this course, we shall explore the social and political, cultural and literary developments from the end of the Wars of the Roses in 1485 to the Glorious Revolution in 1688/89, dealing with the Tudor and Stuart monarchy, the reformation and Puritanism, and the rise of the middle classes.

In addition to watching and discussing parts of Simon Schama's BBC *History of Britain* series, we will read Thomas More’s famous prose text *Utopia* (1516) and sonnets as well as other poems by Wyatt, Sidney, Spenser, Shakespeare and John Donne. The most prominent reading will be Shakespeare’s tragedy *Othello* (performed c. 1604), which will be of interest to us, under the theoretical paradigm of New Historicism, for its treatment of gender, class and race. Throughout the course, we shall use the analytical categories acquired in the ‘Introduction to Literary Studies’.

### Required Reading:


Please read the play during the term break, i.e. before the course starts.

Although the *Norton Anthology* contains all the texts (except *Othello*), More’s *Utopia* and the poems as well as additional material on Shakespeare’s play will be provided in a reader available from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

### Survey of Literary Theories

**Seminar, SWS: 2, Max. Teilnehmer: 35**

**Grünkemeier, Ellen**

### Kommentar

This seminar will introduce students to 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, New Historicism and Cultural Materialism, Post-Structuralism and Deconstruction, Feminism and Gender Studies and Postcolonial Theory. Charlotte Brontë’s novel *Jane Eyre* (1847) will serve as the central literary text to which we will apply the theories.

In preparation for class students will be required to familiarise themselves with the key ideas of the respective approaches and read selected theoretical texts by some of their main representatives.

In class, we will then discuss and systematise these ideas and apply them to *Jane Eyre* in order to demonstrate the practical value of the theories and to practise their terminologies.

### Bemerkung

A reader with the theoretical texts covered in the seminar will be available from Copyshop Stork (Körnerstraße 3) from October 11, 2016

**Assessment Tasks** – will be specified in class  
**Prerequisites** – completed Foundations Literature and Culture Module (for FüBA students)  
**Size restriction** – 35  
**Further Information** – ellen.gruenkemeier@engsem.~

### Literatur

*Students are strongly advised to read *Jane Eyre* prior to the first class meeting. Please buy the Norton Critical Edition of *Jane Eyre* (ed. by Richard Dunn) as well as Peter Barry’s introductory textbook.*

A reader with the theoretical texts covered in the seminar will be made available.
Required Reading:


The New Nigerian Novel

Seminar, SWS: 2, Max. Teilnehmer: 30
Pardey, Hannah

Do wöchentl. 10:00 - 12:00 20.10.2016 - 04.02.2017 1502 - 609

Critics who explore the literary output of contemporary Nigerian authors, from Chimamanda Ngozi Adichie and Helon Habila to Sefi Atta and Chris Abani, do so under the catchphrase ‘Third Generation Nigerian Literature’. First coined by Pius Adesanmi and Chris Dunton, the term refers to a growing body of literary texts that differ markedly from those by preceding generations of Nigerian writers. In their introduction to a special issue of *English in Africa* (2005), they define the third generation as occupied with “nomadism, exile, displacement, and deracination” (16) as opposed to the anticolonial ‘writing back’ strategies that characterized earlier literary projects.

Seeking to familiarize students with the key concepts of and recent debates within Postcolonial Studies, we shall read Chinua Achebe’s internationally acclaimed classic *No Longer at Ease* (1960) before investigating how two third-generation authors redefine the thematic and aesthetic concerns of a Nigerian writing tradition. Achebe’s novel is set on the heels of Nigeria’s independence and deals with the havoc colonial rule wreaked on Igbo society and culture. Both Adichie’s *Half of a Yellow Sun* (2006) and Helon Habila’s *Measuring Time* (2007) allude to Achebe to inquire into the implications of negotiating Nigeria’s violent history for a Euro-American audience. On the fictional level, the novels suggest a new kind of historiographic writing that centres on the everyday lives of ordinary people.

Bemerkung
BritA / AAS3, AASS / Atlantic Studies: WP Globalisierung und transkulturelle Räume

Registration – StudIP 1.9.2016 - 30.9.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – AmerBritF1 ● Size restriction – 30 ● Further information – hannah.pardey@engsem.

Literatur

Required Reading:

Please buy Chinua Achebe’s *No Longer at Ease* (1960), Chimamanda Ngozi Adichie’s *Half of a Yellow Sun* (2006) and Helon Habila’s *Measuring Time* (2007) and read at least Achebe prior to class.

All other texts covered in the seminar will be available in a reader (Copyshop Stork, Körnerstraße 3) or on StudIP.

LingA1

Face and Rapport Management

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Mo wöchentl. 16:00 - 18:00 17.10.2016 - 04.02.2017 1502 - 703

We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans ‘encode’ states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments. This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest. The seminar will offer an account of a wide range of politeness phenomena in English,
Englisches Seminar

illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources. We will take a pragmatic approach that is based on the controversial notion that politeness is equivalent to communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms ‘polite’ or ‘impolite’ to linguistic phenomena. We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony (‘mock politeness’) and banter (‘mock impoliteness’).

Bemerkung

LingA1, FAL 2


Size restriction – 25

Prerequisites – LingF1-LingF4 (FüBA)

Further information – rainer.schulze@engsem.uni-hannover.de

The following textbook will be used in class and is recommended for purchase:


Please make sure that you order your copy of the book asap.

Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

Literatur

The following textbook will be used in class and is recommended for purchase:


Please make sure that you order your copy of the book asap.

Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

Linguistic Theories of Humor

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Di wöchentl. 10:00 - 12:00 18.10.2016 - 04.02.2017 1502 - 703

Kommentar

How are humorous meanings generated and interpreted? Understanding a joke involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke (a matter of pragmatics). This seminar will introduce and (sometimes) critique a wide range of semantic and pragmatic theories in relation to humour, such as Arthur Koestler’s bisociation theory of humour, Victor Raskin’s script-based theory of jokes, the General Theory of Verbal Humor by Victor Raskin and Salvatore Attardo and the attempt of testing this approach by Willibald Ruch, Salvatore Attardo’s Linear Theory of Humor, the analysis of puns by Salvatore Attardo, the relationship between humour and pragmatic maxims as explored by Herbert P. Grice, Dan Sperber and Deirdre Wilson, etc. Each theory will be complemented by discussion topics, countless jokes as linguistic examples and suggestions for further reading and will thus encourage a critical approach to semantic and pragmatic issues. Beware, attending this seminar is no laughing matter…

Bemerkung

LingA1, FAL 2


Size restriction – 25

Prerequisites – LingF1-LingF4 (FüBA)

Further information – rainer.schulze@engsem.uni-hannover.de

A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

Literatur

A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

Phraseology and Culture

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

WiSe 2016/17
The proposition that there is a correlation between language and culture or culture-specific ways of thinking can be traced back to the views of Herder and von Humboldt in the late 18th and early 19th centuries. It was most explicitly formulated, however, by the German-American linguist and anthropologist Edward Sapir in various publications from 1929 onward (re-published posthumously in 1949 under the title Selected Writings of Edward Sapir in Language, Culture and Personality), and in the writings of his pupil Benjamin Lee Whorf (republished posthumously in 1956 as Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf). The Sapir-Whorf hypothesis, as it came to be called, expresses the notion that different languages lead their speakers to different conceptualizations of the same extralinguistic reality, which seems to be most evident in the way that reality is segmented by the lexicon.

Even though few linguists would fully agree with a strict reading of the Sapir-Whorf hypothesis today, it is generally accepted that a language, especially its lexicon, influences its speakers’ cultural patterns of thought and perception in various ways, for example through a culture-specific segmentation of the extralinguistic reality, the frequency of occurrence of particular lexical items, or the existence of keywords or key word combinations revealing core cultural values. Nevertheless, the exact workings of the link between language and culture are still poorly understood. The few specific theoretical frameworks that do exist are often felt to be inadequate, and the research methodology is only insufficiently developed.

The aim of this advanced seminar, then, will be to explore the cultural dimension of a wide range of pre-constructed or semi-pre-constructed word combinations in English. These will include highly opaque multiword units of the kick-the-bucket type, collocations, irreversible binominals, phrasal verbs, compounds, metaphorical expressions, similes, proverbs, familiar quotations, clichés, slogans, expletives, and discourse markers such as politeness formulae (all of which have been subsumed under phraseology, or under idiom in the Anglo-American linguistic tradition), types of word combinations (e.g. proverbs and similes), use-related varieties (such as the language of tourism or answering-machine messages), and user-related varieties (such as Aboriginal English or African English).

**LingA2**

**Applied Cognitive Linguistics (Blockseminar Ying-Hsueh Hu): Applications and Implications of CL in SLA, Cross-cultural and Social Studies**

Seminar, SWS: 2, Max. Teilnehmer: 25

Altendorf, Ulrike

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<td>1502 - 214</td>
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**Kommentar**

This is a course to raise the awareness of a discipline that has come to be known as...
“Cognitive Linguistics” (CL) and in what way this discipline has influenced investigations into semantics, syntax and vocabulary. Thanks to this perspective, the whole issue of language acquisition has been brought into a new light. Therefore, the aim of the course is to explore research in CL and first/second language learning and how this knowledge may be applied to language teaching.

The course will consist of a core component on the major tenets of CL, such as prototypes, basic level concepts, metaphors, metonymies, image schemas and motion event structures through the investigation of several research studies on the nature of language and language development. Also, the course will provide opportunities to examine and discuss the empirical evidence on the applications of these CL principles to second/foreign language teaching and learning. Students will be given hands-on-training to conduct their own analyses at the end of each session and design teaching materials for their current or future classroom as a small-scale group project to be presented on the final day of the course. The language teaching areas that will be examined include, but are not limited to, English basic level words, propositions, lexical chunks (e.g., phrasal verbs and idioms), modal verbs, syntax for motion events, and tenses/aspects. Although the course focuses on the pedagogical application of CL, applications to cross-cultural learning and socio as well as political discourse analysis will also be briefly introduced.

Bemerkung
LingA2, FAL 7
Dozentin: Ying-hsueh Hu, Tamkang University, Taiwan
ulrike.altendorf@engsem.

LinguA³

Seminar, SWS: 2
Altendorf, Ulrike | Mathias, Alexa

| Di wöchentl. | 16:00 - 18:00 25.10.2016 - 01.02.2017 | 1502 - 113
| Di Einzel | 18:00 - 20:00 15.11.2016 - 15.11.2016 | 1502 - 103
| Di Einzel | 18:00 - 20:00 06.12.2016 - 06.12.2016 | 1502 - 103
| Di Einzel | 18:00 - 20:00 10.01.2017 - 10.01.2017 | 1502 - 103

Kommentar

Vortragsthemen und –termine im WS 2016/17:
15.11.16, 18 Uhr: Dr. François Conrad (LUH): „Luxemburgisch“
06.12.16, 18 Uhr, Prof. Dr. Jane Stuart-Smith (University of Glasgow): (Titel wird noch bekanntgegeben)
10.01.17, 18 Uhr: Dr. Oliver Herbst, Ansbach: „Diesseits und jenseits der Fachsprache: Medizinische Beratungssendungen im Hörfern“

Bemerkung
Teilnehmerzahl: 25.

Literatur
Wird im Seminar bekanntgegeben, teilweise über Stud.IP verfügbar gemacht.

Sociolinguistic Typology

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

| Di wöchentl. | 14:00 - 16:00 18.10.2016 - 04.02.2017 | 1502 - 703

WiSe 2016/17
This course will present Peter Trudgill’s recently developed theories of sociolinguistic typology and new dialect formation as well as a selection of socio-historical case studies to which they will be applied.


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.

N.B.: Please note that you need to bring a laptop or comparable net-enabled device with headphones to work with in class.

**Sociolinguistic Typology**

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.

N.B.: Please note that you need to bring a laptop or comparable net-enabled device with headphones to work with in class.
**Advanced Literature and Culture (AmerA/BritA) (Zweitfach)**

**AmerA**

**Classical Hollywood Film**

Seminar, SWS: 2, Max. Teilnehmer: 40  
Brasch, Ilka

| Mi | wöchentl. | 12:00 - 14:00 | 19.10.2016 - 04.02.2017 | 1502 - 609 |

**Kommentar**

In this course we will be concerned with what has been termed ‘Classical Hollywood,’ that is, the time between the 1920s and the 1950s in American film. These are the decades of studio-era film, in which large studios dominate film production and produce features that become part of what today we recognize as typical Hollywood conventions with a distinctive language of cinematic storytelling. However, this era is also marked by technological and stylistic transitions, such as the introduction of film sound or the use of color. We will view a selection of films from the time, including for instance *Stella Dallas* (King Vidor, 1937) and *Rebel Without a Cause* (Nicholas Ray, 1955). We will study these films both in their respective historical contexts and within a broader theoretical and conceptual framework of film studies – for instance with relation to Hollywood’s particularly ‘melodramatic mode’ of storytelling.

**Bemerkung**

AmerA, AAS2, AAS4


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**Mass Culture and Modernity**

Seminar, SWS: 2, Max. Teilnehmer: 30  
Mayer, Ruth

| Mo | wöchentl. | 10:00 - 12:00 | 17.10.2016 - 04.02.2017 | 1502 - 609 |

**Kommentar**

In this course we will be concerned with the emergence of mass culture as an American phenomenon with global reach. We will be discussing theories of mass culture in their formation throughout the 19th and 20th centuries, and review them against the practices of mass cultural institutions (the minstrel stage, vaudeville, amusement parks, cinemas, music halls) and mass cultural expression (comics, films, pulp novels). A strong focus will be on the period between 1880 and 1930, as the foundational period of a commercialized and mass-produced American entertainment culture. Please register on StudIP between Sept. 1-30.

**Bemerkung**

AmerA, AAS2, AAS3, AAS4


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**The Global Queer**

Seminar, SWS: 2, Max. Teilnehmer: 30  
Oldehus, Anna-Lena

| Fr | Einzel | 14:00 - 18:00 | 20.01.2017 - 20.01.2017 | 1502 - 609 |
| Sa | Einzel | 10:00 - 16:00 | 21.01.2017 - 21.01.2017 | 1502 - 615 |
| Block +SaSo | 14:00 - 18:00 | 27.01.2017 - 28.01.2017 | 1502 - 609 |

**Kommentar**

In this class we will look at historical and contemporary conceptions of queerness and other non-normative forms of gender and sexuality. Thereby, we will approach these...
Englisches Seminar

concepts from a postcolonial perspective in order to highlight dynamics, challenges, and contradictions within the emancipation process.

As a basis we will look at theoretical texts and concepts concerning sexuality to then examine contemporary debates about phenomena such as “white gayness”, marriage rights, and coming-outs.

Bemerkung

AmerA, AAS3, AAS5

This class can be accredited for the Studienschwerpunkt Gender Studies.

Registration – StudIP / Size restriction – 30 / Further Information – anna-lena.oldehus@engsem.

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BritA

Contemporary Asian British Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40
Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 18.10.2016 - 04.02.2017 1502 - 609

Kommentar

In this course students will practice their skills in literary analysis (acquired in the “Introduction to Literary Studies”) as well as in film analysis on a variety of texts and films by British Asians from the 1990s up to today.

Starting with a brief introduction into questions of terminology and the history of migration from Asia to Britain, we shall explore diasporic writing and its metropolitan reception, employing postcolonial concepts such as orientalism, othering and cultural hybridity. The viewing and reading programme for this course will comprise the following works: sketches from the comedy series Goodness Gracious Me (1998), Hanif Kureishi’s The Buddha of Suburbia (1990), Salman Rushdie’s short story “Chekov and Zulu” (1994) and the feature film East is East (1999). While this film presents a story of growing up male and Muslim in northern Britain, Monica Ali’s much acclaimed realist novel Brick Lane (2003) chronicles immigrant life in London from a female perspective. The course will conclude with a selection of poetry from Daljit Nagra’s prize-winning collection Look We Have Coming to Dover (2007).

Bemerkung

BritA / AAS3, AAS5 / Interdisziplinär: Gender Studies, Transformation Studies / Atlantic Studies: Modul WP Globalisierung und transkulturelle Räume

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students) ● Size restriction – 40 ● Further information – jana.gohrisch@engsem.

Literatur

Required Reading:

Hanif Kureishi. The Buddha of Suburbia (1990)


Please buy the novels and read at least one of them before the course begins.

A reader with Rushdie’s short story, Nagra’s poems and additional material will be available either on StudIP or from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

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Laurence Sterne: The Life and Opinions of Tristram Shandy, Gentleman

Seminar, SWS: 2, Max. Teilnehmer: 40
Bennett, Peter

Do wöchentl. 14:00 - 16:00 20.10.2016 - 04.02.2017 1502 - 703

Kommentar

Published between 1759 and 1767, Tristram Shandy is one of the most extraordinary novels in the English language. Humourously and humanely satirical, but not bitterly so, its influences include the work of Cervantes, Rabelais, Montaigne, and Swift. It is often considered to be a forerunner of certain innovative novels of the 20th century.

WiSe 2016/17
Produced in a period when the “classical” novel was taking shape, it does not offer the narrative continuities of that emerging genre. Nor, therefore, does it attempt to seduce the reader into the fictional world of the story. On the contrary, the text of *Tristram Shandy* continually and playfully emphasizes the performative nature of narration and the physical reality of printing ink on paper. The basic storyline is overwhelmed by the digressions and, when retrieved, proves paltry and aimless. As it was doubtless meant to be. The whole work is what is known in English as a shaggy-dog story or, as the closing line suggests, a cock-and-bull story. Which is not to say that it must therefore be frivolous. We may well discover a particular anti-dogmatic sanity behind the apparent craziness when we explore not only the intrinsic workings of the book but also extrinsic matters such as historical contexts, cultural influences and aspects of Sterne’s personal life. But, like *Tristram Shandy* itself, the seminar will not attempt to impose conclusions or achieve closure.

**Reading Early Modern British Classics**

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

**Gohrisch, Jana**

Mi wöchentl. 10:00 - 12:00  19.10.2016 - 04.02.2017  1502 - 703

**Kommentar**

In this course, we shall explore the social and political, cultural and literary developments from the end of the Wars of the Roses in 1485 to the Glorious Revolution in 1688/89, dealing with the Tudor and Stuart monarchy, the reformation and Puritanism, and the rise of the middle classes.

In addition to watching and discussing parts of Simon Schama’s BBC *History of Britain* series, we will read Thomas More’s famous prose text *Utopia* (1516) and sonnets as well as other poems by Wyatt, Sidney, Spenser, Shakespeare and John Donne. The most prominent reading will be Shakespeare’s tragedy *Othello* (performed c. 1604), which will be of interest to us, under the theoretical paradigm of New Historicism, for its treatment of gender, class and race. Throughout the course, we shall use the analytical categories acquired in the ‘Introduction to Literary Studies’.

**Bemerkung**

BritA / AAS2 / Interdisziplinär: Gender Studies, Transformation Studies / Atlantic Studies: WP Ungleichheit, Herrschaft und Differenz

**Registration** – StudIP 01.09.2016 - 30.09.2016  ● **Assessment Tasks** – will be specified in class  ● **Prerequisites** – completed Foundations Literature and Culture Module (for FüBA students)  ● **Size restriction** – 40  ● **Further information** – peter.bennett@engsem.~

**Literatur**

You should get hold of the Penguin Classics text which was first published in 1997 and reissued in 2003, edited by Melvin and Joan New and based on the so-called Florida Edition. Do not confuse this with earlier Penguin editions.

**Required Reading:**


Please read the play during the term break, i.e. before the course starts.

Although the *Norton Anthology* contains all the texts (except *Othello*), More’s *Utopia* and the poems as well as additional material on Shakespeare’s play will be provided in a reader available from Copyshop Stork (Körnerstraße 3) from October 17, 2016.
This seminar will introduce students to 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, New Historicism and Cultural Materialism, Post-Structuralism and Deconstruction, Feminism and Gender Studies and Postcolonial Theory. Charlotte Brontë’s novel *Jane Eyre* (1847) will serve as the central literary text to which we will apply the theories.

In preparation for class students will be required to familiarise themselves with the key ideas of the respective approaches and read selected theoretical texts by some of their main representatives.

In class, we will then discuss and systematise these ideas and apply them to *Jane Eyre* in order to demonstrate the practical value of the theories and to practise their terminologies.

A reader with the theoretical texts covered in the seminar will be available from Copyshop Storck (Körnerstraße 3) from October 11, 2016

*Registration* – StudIP 01.09.2016 - 30.09.2016 ● *Assessment Tasks* – will be specified in class ● *Size restriction* – 35 ● *Prerequisites* – completed Foundations Literature and Culture Module (for FüBA students) ● *Further Information* – ellen.gruenkemeier@engsem.~

**Required Reading:**


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**The New Nigerian Novel**

Critics who explore the literary output of contemporary Nigerian authors, from Chimamanda Ngozi Adichie and Helon Habila to Sefi Atta and Chris Abani, do so under the catchphrase ‘Third Generation Nigerian Literature’. First coined by Pius Adesanmi and Chris Dunton, the term refers to a growing body of literary texts that differ markedly from those by preceding generations of Nigerian writers. In their introduction to a special issue of *English in Africa* (2005), they define the third generation as occupied with "nomadism, exile, displacement, and deracination" (16) as opposed to the anticolonial ‘writing back’ strategies that characterized earlier literary projects.

Seeking to familiarize students with the key concepts of and recent debates within Postcolonial Studies, we shall read Chinua Achebe’s internationally acclaimed classic *No Longer at Ease* (1960) before investigating how two third-generation authors redefine the thematic and aesthetic concerns of a Nigerian writing tradition. Achebe’s novel is set on the heels of Nigeria’s independence and deals with the havoc colonial rule wreaked on Igbo society and culture. Both Adichie’s *Half of a Yellow Sun* (2006) and Helon Habila’s *Measuring Time* (2007) allude to Achebe to inquire into the implications of negotiating Nigeria’s violent history for a Euro-American audience. On the fictional level, the novels suggest a new kind of historiographic writing that centres on the everyday lives of ordinary people.
**Englisches Seminar**

**Bemerkung**

BritA / AAS3, AAS5 / Atlantic Studies: WP Globalisierung und transkulturelle Räume


Assessment Tasks – will be specified in class

Prerequisites – AmerBritF1

Size restriction – 30

Further information – hannah.pardey@engsem.~

**Literatur**

Required Reading:

Please buy Chinua Achebe’s *No Longer at Ease* (1960), Chimamanda Ngozi Adichie’s *Half of a Yellow Sun* (2006) and Helon Habila’s *Measuring Time* (2007) and read at least Achebe prior to class.

All other texts covered in the seminar will be available in a reader (Copyshop Stork, Körnerstraße 3) or on StudIP.

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**Focus Elective (AmerA/BritA/LingA1/LingA2) (Kleine Fakultas)**

**AmerA**

**Classical Hollywood Film**

Seminar, SWS: 2, Max. Teilnehmer: 40

Brasch, Ilka

Mi wöchentl. 12:00 - 14:00 19.10.2016 - 04.02.2017 1502 - 609

Kommentar

In this course we will be concerned with what has been termed ‘Classical Hollywood,’ that is, the time between the 1920s and the 1950s in American film. These are the decades of studio-era film, in which large studios dominate film production and produce features that become part of what today we recognize as typical Hollywood conventions with a distinctive language of cinematic storytelling. However, this era is also marked by technological and stylistic transitions, such as the introduction of film sound or the use of color. We will view a selection of films from the time, including for instance *Stella Dallas* (King Vidor, 1937) and *Rebel Without a Cause* (Nicholas Ray, 1955). We will study these films both in their respective historical contexts and within a broader theoretical and conceptual framework of film studies – for instance with relation to Hollywood’s particularly ‘melodramatic mode’ of storytelling

**Bemerkung**

AmerA, AAS2, AAS4


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**Mass Culture and Modernity**

Seminar, SWS: 2, Max. Teilnehmer: 30

Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 17.10.2016 - 04.02.2017 1502 - 609

Kommentar

In this course we will be concerned with the emergence of mass culture as an American phenomenon with global reach. We will be discussing theories of mass culture in their formation throughout the 19th and 20th centuries, and review them against the practices of mass cultural institutions (the minstrel stage, vaudeville, amusement parks, cinemas, music halls) and mass cultural expression (comics, films, pulp novels). A strong focus will be on the period between 1880 and 1930, as the foundational period of a commercialized and mass-produced American entertainment culture. Please register on StudIP between Sept. 1-30.

**Bemerkung**

AmerA, AAS2, AAS3, AAS4


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**The Global Queer**
Englisches Seminar

Seminar, SWS: 2, Max. Teilnehmer: 30
Oldehus, Anna-Lena

| Fr   | Einzel | 14:00 - 18:00 | 20.01.2017 - 20.01.2017 | 1502 - 609 |
| Sa   | Einzel | 10:00 - 16:00 | 21.01.2017 - 21.01.2017 | 1502 - 615 |
| Block + Sa + So | | 14:00 - 18:00 | 27.01.2017 - 28.01.2017 | 1502 - 609 |

Kommentar
In this class we will look at historical and contemporary conceptions of queerness and other non-normative forms of gender and sexuality. Thereby, we will approach these concepts from a postcolonial perspective in order to highlight dynamics, challenges, and contradictions within the emancipation process.

As a basis we will look at theoretical texts and concepts concerning sexuality to then examine contemporary debates about phenomena such as “white gayness”, marriage rights, and coming-outs.

Bemerkung
AmerA, AAS3, AAS5

This class can be accredited for the Studienschwerpunkt Gender Studies.

Registration – StudIP / Size restriction – 30 / Further Information – anna-lena.oldehus@engsem.~

BritA
Contemporary Asian British Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40
Gohrisch, Jana

| Di | wöchentl. | 14:00 - 16:00 | 18.10.2016 - 04.02.2017 | 1502 - 609 |

Kommentar
In this course students will practice their skills in literary analysis (acquired in the “Introduction to Literary Studies”) as well as in film analysis on a variety of texts and films by British Asians from the 1990s up to today.

Starting with a brief introduction into questions of terminology and the history of migration from Asia to Britain, we shall explore diasporic writing and its metropolitan reception, employing postcolonial concepts such as orientalism, othering and cultural hybridity. The viewing and reading programme for this course will comprise the following works: sketches from the comedy series *Goodness Gracious Me* (1998), Hanif Kureishi’s *The Buddha of Suburbia* (1990), Salman Rushdie’s short story “Chekov and Zulu” (1994) and the feature film *East is East* (1999). While this film presents a story of growing up male and Muslim in northern Britain, Monica Ali’s much acclaimed realist novel *Brick Lane* (2003) chronicles immigrant life in London from a female perspective. The course will conclude with a selection of poetry from Daljit Nagra’s prize-winning collection *Look We Have Coming to Dover* (2007).

Bemerkung
BritA / AAS3, AAS5 / Interdisziplinär: Gender Studies, Transformation Studies / Atlantic Studies: Modul WP Globalisierung und transkulturelle Räume

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students) ● Size restriction – 40 ● Further information – jana.gohrisch@engsem.~

Literatur

**Required Reading:**


*Please buy the novels and read at least one of them before the course begins.*

A reader with Rushdie’s short story, Nagra’s poems and additional material will be available either on StudIP or from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

**Laurence Sterne: The Life and Opinions of Tristram Shandy, Gentleman**
Englisches Seminar

Seminar, SWS: 2, Max. Teilnehmer: 40
Bennett, Peter

Kommentar
Published between 1759 and 1767, *Tristram Shandy* is one of the most extraordinary novels in the English language. Humourously and humanely satirical, but not bitterly so, its influences include the work of Cervantes, Rabelais, Montaigne, and Swift. It is often considered to be a forerunner of certain innovative novels of the 20th century. Produced in a period when the “classical” novel was taking shape, it does not offer the narrative continuities of that emerging genre. Nor, therefore, does it attempt to seduce the reader into the fictional world of the story. On the contrary, the text of *Tristram Shandy* continually and playfully emphasizes the performative nature of narration and the physical reality of printing ink on paper. The basic storyline is overwhelmed by the digressions and, when retrieved, proves paltry and aimless. As it was doubtless meant to be. The whole work is what is known in English as a shaggy-dog story or, as the closing line suggests, a cock-and-bull story. Which is not to say that it must therefore be frivolous. We may well discover a particular anti-dogmatic sanity behind the apparent craziness when we explore not only the intrinsic workings of the book but also extrinsic matters such as historical contexts, cultural influences and aspects of Sterne’s personal life. But, like *Tristram Shandy* itself, the seminar will not attempt to impose conclusions or achieve closure.

Bemerkung
BritA / AAS2

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students) ● Size restriction – 40 ● Further information – peter.bennett@engsem.

Literatur
You should get hold of the Penguin Classics text which was first published in 1997 and reissued in 2003, edited by Melvin and Joan New and based on the so-called Florida Edition. Do not confuse this with earlier Penguin editions.

Reading Early Modern British Classics

Seminar, SWS: 2, Max. Teilnehmer: 40
Gohrisch, Jana

Kommentar
In this course, we shall explore the social and political, cultural and literary developments from the end of the Wars of the Roses in 1485 to the Glorious Revolution in 1688/89, dealing with the Tudor and Stuart monarchy, the reformation and Puritanism, and the rise of the middle classes.

In addition to watching and discussing parts of Simon Schama’s BBC *History of Britain* series, we will read Thomas More’s famous prose text *Utopia* (1516) and sonnets as well as other poems by Wyatt, Sidney, Spenser, Shakespeare and John Donne. The most prominent reading will be Shakespeare’s tragedy *Othello* (performed c. 1604), which will be of interest to us, under the theoretical paradigm of New Historicism, for its treatment of gender, class and race. Throughout the course, we shall use the analytical categories acquired in the ‘Introduction to Literary Studies’.

Bemerkung
BritA / AAS2 / Interdisziplinär: Gender Studies, Transformation Studies / Atlantic Studies: WP Ungleichheit, Herrschaft und Differenz

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students) ● Size restriction – 40 ● Further information – jana.gohrisch@engsem.

Literatur
**Required Reading:**


Please read the play during the term break, i.e. before the course starts.

Although the Norton Anthology contains all the texts (except Othello), More’s Utopia and the poems as well as additional material on Shakespeare’s play will be provided in a reader available from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

**Survey of Literary Theories**

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<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 35</th>
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<tr>
<td>Grünkemeier, Ellen</td>
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</table>

**Kommentar**

This seminar will introduce students to 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, New Historicism and Cultural Materialism, Post-Structuralism and Deconstruction, Feminism and Gender Studies and Postcolonial Theory. Charlotte Brontë’s novel *Jane Eyre* (1847) will serve as the central literary text to which we will apply the theories.

In preparation for class students will be required to familiarise themselves with the key ideas of the respective approaches and read selected theoretical texts by some of their main representatives.

In class, we will then discuss and systematise these ideas and apply them to *Jane Eyre* in order to demonstrate the practical value of the theories and to practise their terminologies.

**Bemerkung**

A reader with the theoretical texts covered in the seminar will be available from Copyshop Storck (Körnerstraße 3) from October 11, 2016

*Registration* – StudIP 01.09.2016 - 30.09.2016 ● *Assessment Tasks* – will be specified in class ● *Size restriction* – 35 ● *Prerequisites* – completed Foundations Literature and Culture Module (for FüBA students) ● *Further Information* – ellen.gruenkemeier@engsem.

**Literatur**

Students are strongly advised to read *Jane Eyre* prior to the first class meeting. Please buy the Norton Critical Edition of *Jane Eyre* (ed. by Richard Dunn) as well as Peter Barry’s introductory textbook.

A reader with the theoretical texts covered in the seminar will be made available.

**Required Reading:**


**The New Nigerian Novel**

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<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 30</th>
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<td>Pardey, Hannah</td>
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</table>

**Kommentar**

Critics who explore the literary output of contemporary Nigerian authors, from Chimamanda Ngozi Adichie and Helon Habila to Sefi Atta and Chris Abani, do so under the catchphrase ‘Third Generation Nigerian Literature’. First coined by Pius Adesanmi and Chris Dunton, the term refers to a growing body of literary texts that differ markedly from those by preceding generations of Nigerian writers. In their introduction to a special issue of *English in Africa* (2005), they define the third generation as occupied with “nomadism, exile, displacement, and deracination” (16) as opposed to the anticolonial ‘writing back’ strategies that characterized earlier literary projects.

Seeking to familiarize students with the key concepts of and recent debates within Postcolonial Studies, we shall read Chinua Achebe’s internationally acclaimed classic *No
Longer at Ease (1960) before investigating how two third-generation authors redefine the thematic and aesthetic concerns of a Nigerian writing tradition. Achebe’s novel is set on the heels of Nigeria’s independence and deals with the havoc colonial rule wreaked on Igbo society and culture. Both Adichie’s Half of a Yellow Sun (2006) and Helon Habila’s Measuring Time (2007) allude to Achebe to inquire into the implications of negotiating Nigeria’s violent history for a Euro-American audience. On the fictional level, the novels suggest a new kind of historiographic writing that centres on the everyday lives of ordinary people.

Bemerkung

BritA / AAS3, AAS5 / Atlantic Studies: WP Globalisierung und transkulturelle Räume

Registration – StudIP 1.9.2016 - 30.9.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – AmerBritF1 ● Size restriction – 30 ● Further information – hannah.pardey@engsem~

Literatur

Required Reading:

Please buy Chinua Achebe’s No Longer at Ease (1960), Chimamanda Ngozi Adichie’s Half of a Yellow Sun (2006) and Helon Habila’s Measuring Time (2007) and read at least Achebe prior to class.

All other texts covered in the seminar will be available in a reader (Copyshop Stork, Körnerstraße 3) or on StudIP.

LingA1

Linguistic Theories of Humor

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Di wöchentl. 10:00 - 12:00 18.10.2016 - 04.02.2017 1502 - 703

Kommentar

How are humorous meanings generated and interpreted? Understanding a joke involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke (a matter of pragmatics). This seminar will introduce and (sometimes) critique a wide range of semantic and pragmatic theories in relation to humour, such as Arthur Koestler’s bisociation theory of humour, Victor Raskin’s script-based theory of jokes, the General Theory of Verbal Humor by Victor Raskin and Salvatore Attardo and the attempt of testing this approach by Willibald Ruch, Salvatore Attardo’s Linear Theory of Humor, the analysis of puns by Salvatore Attardo, the relationship between humour and pragmatic maxims as explored by Herbert P. Grice, Dan Sperber and Deirdre Wilson, etc. Each theory will be complemented by discussion topics, countless jokes as linguistic examples and suggestions for further reading and will thus encourage a critical approach to semantic and pragmatic issues. Beware, attending this seminar is no laughing matter…

Bemerkung

LingA1, FAL 2

Size restriction – 25

Prerequisites – LingF1-LingF4 (FüBA)

Further information – rainer.schulze@engsem.uni-hannover.de

Literatur

A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL

LingA2

LinguA³

Seminar, SWS: 2
Altendorf, Ulrike | Mathias, Alexa
**Englisches Seminar**

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Kommentar


**Sociolinguistic Typology**

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

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Kommentar

**Sociolinguistic Typology**

This course will present Peter Trudgill's recently developed theories of sociolinguistic typology and new dialect formation as well as a selection of socio-historical case studies to which they will be applied.


Bemerkung


**Sounds & Society (Blockseminar Jane Stuart Smith)**

Seminar, Max. Teilnehmer: 25
Altendorf, Ulrike

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WiSe 2016/17
Englisches Seminar

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.

N.B.: Please note that you need to bring a a laptop or comparable net-enabled device with headphones to work with in class.

Bemerkung

LingA2, FAL4
Dozentin: Jane Stuart-Smith, University of Glasgow


Um an diesem Kurs teilnehmen zu können, müssen Sie eventuell am Freitag, dem 02.12.16, und am Montag, dem 05.12.16, von Ihnen belegten anderen Lehrveranstaltungen einmalig fernbleiben. Sollte die Lehrenden dieser Veranstaltung eine Bescheinigung wünschen, wenden Sie sich bitte an mich, sobald Sie ein regulärer Seminarteilnehmer sind.

**Masterarbeit**

**Colloquium: Preparing a Thesis in Literary and Cultural Studies (BA/MA)**

Kolloquium, SWS: 2
Mayer, Ruth| Oldehus, Anna-Lena

Mo wöchentl. 16:00 - 18:00 17.10.2016 - 04.02.2017 1502 - 613

In this class we will discuss current theses and projects in American Studies (bachelor or master programs).

Bemerkung


**Kolloquium**

**Doktorandenkolloquium (Anglistik / Hispanistik)**

Kolloquium, SWS: 2
Blell, Gabriele| Rössler, Andrea

Mo wöchentl. 17.10.2016 - 04.02.2017

Das Doktorandenkolloquium findet statt in Zusammenarbeit mit der Didaktik des Spanischen (Prof. Dr. Andrea Rössler). Es findet nach Einladung statt.

WiSe 2016/17
Kolloquium zum Studienabschluss in der Literatur- und Kulturwissenschaft

Seminar, SWS: 1, Max. Teilnehmer: 20
Gohrisch, Jana

Di 14-tägig 18:00 - 20:00 18.10.2016 - 04.02.2017 1502 - 703

Kommentar
Das auf die gesamte Vorlesungszeit angelegte und 14-tägig stattfindende
Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrem
Studienabschluss im Bachelor oder Master stehen. Besonders ausführlich besprechen
wir die Anfertigung der Abschlussarbeit (Themenfindung, Recherche, Arbeits- und
Schreibtechniken) und üben, eine Forschungsfrage zu entwickeln bzw. eine zentrale
These zu formulieren. Bei Bedarf wiederholen wir die literaturwissenschaftlichen
Analysekategorien sowie theoretische Konzepte und Denkansätze.

Studierende sind ausdrücklich dazu aufgefordert, ihre Projekte vorzustellen und zu
diskutieren.

Bemerkung
CO / AAS?

Literatur

Masterstudiengang Lehramt an berufsbildenden Schulen - Fach Englisch

Intermediate and Advanced Linguistics TECH (LingF4/LingA1/LingA2)

LingF4
*English Dialectology*

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

Mo wöchentl. 16:00 - 18:00 17.10.2016 - 04.02.2017 1502 - 609

Kommentar
This course will explore classic, recent and current studies in English Dialectology with
a focus on varieties of English in England. The course requires a solid knowledge of
phonetics and phonology.

Bemerkung
LingF4

Literatur

English Dialectology

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

Di wöchentl. 12:00 - 14:00 18.10.2016 - 04.02.2017 1502 - 703
This course will explore classic, recent and current studies in English Dialectology with a focus on varieties of English in England. The course requires a solid knowledge of phonetics and phonology.

**Bemerkung**


**Literatur**


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**Language & Gender**

Seminar, SWS: 2, Max. Teilnehmer: 30
Pfaff, Meike

**Kommentar**

This course will investigate sociolinguistic variation with an emphasis on gender-differentiated language use. We will tackle questions as the following: to what extent do the speech patterns of men and women differ, i.e. are there qualitative and quantitative differences in the lexicon, phonology and/or morpho-syntax of men's and women's speech? And, talking about quantity, who talks more? Do that Little Miss Chatterbox and Mr. Tight-Lipped really exist or are they just stereotypical representations of women and men? Who sets the tone in linguistic change, men or women? And how do we detect and deal with linguistic sexism? In order to answer these questions, we will look at several studies from the field of gendered variation and will, if time permits, conduct our own linguistic studies tracing the speech patterns of men and women in linguistic corpora.

**Bemerkung**

LingF4

*Registration* – Stud.IP 1.9.-30.9.2016

*Prerequisites* – LingF1-LingF2

Size Restriction: 30

*Further Information* – meike.pfaff@engsem.~

**Literatur**


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**LingA1**

**Face and Rapport Management**

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

**Kommentar**

We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans 'encode' states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments. This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest. The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources. We will take a pragmatic approach that is based on the
controversial notion that politeness is equivalent to communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms ‘polite’ or ‘impolite’ to linguistic phenomena. We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony (‘mock politeness’) and banter (‘mock impoliteness’).

Bemerkung

Englisches Seminar

Size restriction – 25
Prerequisites – LingF1-LingF4 (FüBA)

Literatur

The following textbook will be used in class and is recommended for purchase:

Please make sure that you order your copy of the book asap.

Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

Linguistic Theories of Humor

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Kommentar

How are humorous meanings generated and interpreted? Understanding a joke involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke (a matter of pragmatics). This seminar will introduce and (sometimes) critique a wide range of semantic and pragmatic theories in relation to humour, such as Arthur Koestler's bisociation theory of humour, Victor Raskin's script-based theory of jokes, the General Theory of Verbal Humor by Victor Raskin and Salvatore Attardo and the attempt of testing this approach by Willibald Ruch, Salvatore Attardo's Linear Theory of Humor, the analysis of puns by Salvatore Attardo, the relationship between humour and pragmatic maxims as explored by Herbert P. Grice, Dan Sperber and Deirdre Wilson, etc. Each theory will be complemented by discussion topics, countless jokes as linguistic examples and suggestions for further reading and will thus encourage a critical approach to semantic and pragmatic issues. Beware, attending this seminar is no laughing matter…

Bemerkung

Englisches Seminar

Size restriction – 25
Prerequisites – LingF1-LingF4 (FüBA)

Literatur

A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

Phraseology and Culture

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Kommentar

Wie sind humorvolle Bedeutungen generiert und interpretiert? Verstehen Sie ein Joke geht mit dem Wissen über die Sprachcode (viel mehr in der semantik) und Hintergrundwissen, um die Schlußfolgerungen zu machen, um den Joke zu verstehen (viel mehr in der Pragmatik). Dieser seminar wird eine Einführung und (manchmal) Kritik einer Vielzahl von semantischen und pragmatischen Theorien in Bezug auf Humor, wie Arthur Koestlers bisociation theory of humour, Victor Raskin's script-based theory of jokes, die General Theory of Verbal Humor by Victor Raskin and Salvatore Attardo and the attempt of testing this approach by Willibald Ruch, Salvatore Attardo's Linear Theory of Humor, the analysis of puns by Salvatore Attardo, the relationship between humor and pragmatic maxims as explored by Herbert P. Grice, Dan Sperber and Deirdre Wilson, etc. Jeder Theorie wird ergänzt durch Diskussionsthemen, unzählige Jokes als linguistische Beispiele und Vorschläge für weitere Lektüre und wird so ein kritischer Ansatz zu semantischen und pragmatischen Themen. Beware, besuchen Sie dieses seminar ist kein lachender mater…
The proposition that there is a correlation between language and culture or culture-specific ways of thinking can be traced back to the views of Herder and von Humboldt in the late 18th and early 19th centuries. It was most explicitly formulated, however, by the German-American linguist and anthropologist Edward Sapir in various publications from 1929 onward (re-published posthumously in 1949 under the title *Selected Writings of Edward Sapir in Language, Culture and Personality*), and in the writings of his pupil Benjamin Lee Whorf (republished posthumously in 1956 as *Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf*). The Sapir-Whorf hypothesis, as it came to be called, expresses the notion that different languages lead their speakers to different conceptualizations of the same extralinguistic reality, which seems to be most evident in the way that reality is segmented by the lexicon.

Even though few linguists would fully agree with a strict reading of the Sapir-Whorf hypothesis today, it is generally accepted that a language, especially its lexicon, influences its speakers' cultural patterns of thought and perception in various ways, for example through a culture-specific segmentation of the extralinguistic reality, the frequency of occurrence of particular lexical items, or the existence of keywords or key word combinations revealing core cultural values. Nevertheless, the exact workings of the link between language and culture are still poorly understood. The few specific theoretical frameworks that do exist are often felt to be inadequate, and the research methodology is only insufficiently developed.

The aim of this advanced seminar, then, will be to explore the cultural dimension of a wide range of pre-constructed or semi-pre-constructed word combinations in English. These will include highly opaque multiword units of the *kick-the- bucket* type, collocations, irreversible binominals, phrasal verbs, compounds, metaphorical expressions, similes, proverbs, familiar quotations, catchphrases, clichés, slogans, expletives, and discourse markers such as politeness formulae (all of which have been subsumed under *phraseology*, or under *idiom* in the Anglo-American linguistic tradition), types of word combinations (e.g. proverbs and similes), use-related varieties (such as the language of tourism or answering-machine messages), and user-related varieties (such as Aboriginal English or African English).

**Bemerkung**

LingA1, FAL 2

*Size restriction – 25*

*Prerequisites – LingF1-LingF4 (FüBA)*

*Further information – rainer.schulze@engsem.uni-hannover.de*

**Literatur**

A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

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**LingA2**

*Applied Cognitive Linguistics (Blockseminar Ying-Hsueh Hu): Applications and Implications of CL in SLA, Cross-cultural and Social Studies*

Seminar, SWS: 2, Max. Teilnehmer: 25

Altendorf, Ulrike

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**Kommentar**

This is a course to raise the awareness of a discipline that has come to be known as “Cognitive Linguistics” (CL) and in what way this discipline has influenced investigations into semantics, syntax and vocabulary. Thanks to this perspective, the whole issue of language acquisition has brought into a new light. Therefore, the aim of the course
is to explore research in CL and first/second language learning and how this knowledge may be applied to language teaching.

The course will consist of a core component on the major tenets of CL, such as prototypes, basic level concepts, metaphors, metonymies, image schemas and motion event structures through the investigation of several research studies on the nature of language and language development. Also, the course will provide opportunities to examine and discuss the empirical evidence on the applications of these CL principles to second/foreign language teaching and learning. Students will be given hands-on-training to conduct their own analyses at the end of each session and design teaching materials for their current or future classroom as a small-scale group project to be presented on the final day of the course. The language teaching areas that will be examined include, but are not limited to, English basic level words, propositions, lexical chunks (e.g., phrasal verbs and idioms), modal verbs, syntax for motion events, and tenses/aspects. Although the course focuses on the pedagogical application of CL, applications to cross-cultural learning and socio as well as political discourse analysis will also be briefly introduced.

**LinguA³**

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<th>Seminar, SWS: 2</th>
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**Kommentar**


Vortragsthemen und –termine im WS 2016/17:
- 15.11.16, 18 Uhr: Dr. François Conrad (LUH): „Luxemburgisch“
- 06.12.16, 18 Uhr, Prof. Dr. Jane Stuart-Smith (University of Glasgow): (Titel wird noch bekanntgegeben)
- 10.01.17, 18 Uhr: Dr. Oliver Herbst, Ansbach: „Diesseits und jenseits der Fachsprache: Medizinische Beratungssendungen im Hörfunk“

**Bemerkung**


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**Sociolinguistic Typology**

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**Kommentar**

Sociolinguistic Typology
This course will present Peter Trudgill's recently developed theories of sociolinguistic typology and new dialect formation as well as a selection of socio-historical case studies to which they will be applied.


**Sounds & Society (Blockseminar Jane Stuart Smith)**

Seminar, Max. Teilnehmer: 25
Altendorf, Ulrike

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*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.

N.B.: Please note that you need to bring a laptop or comparable net-enabled device with headphones to work with in class.

*Dozentin: Jane Stuart-Smith, University of Glasgow*
Advanced Methodology of Teaching English as a Foreign Language mit Schulpraktikum (DidA/DidPA/DidFP)

**DidA**

**Heterogeneity and Inclusion in the EFL classroom**

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

Blell, Gabriele

**Do wöchentl. 10:00 - 12:00 20.10.2016- 04.02.2017 1502 - 615**

**Kommentar**

This seminar will provide students with the basic knowledge of heterogeneity and inclusion in education. With a special focus on TEFL, participants will gain some relevant theoretical background on the application of teaching and learning in heterogeneous and inclusive classrooms.

Participants will get to know some inclusive practices as well. Little field studies in inclusive schools are planned in order to enlarge and enrich the discussion.

**Bemerkung**

DidA

**Registration – StudIP 01.09.2016-30.09.2016 / Size restriction – 30 / Prerequisites – DidA1 / Further Information – gabriele.blell@engsem.uni-hannover.de**

**Literatur**

**Required Reading:**

See course page on StudIP.

**Kolloquium zum Studienabschluss (FüBA & MEd.)**

**Kolloquium, SWS: 2, Max. Teilnehmer: 15**

Blell, Gabriele| Fuchs, Stefanie

**Di wöchentl. 16:00 - 18:00 18.10.2016 - 01.02.2017 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. Es werden empirische Forschungsmethoden aufgezeigt und diskutiert.

**Bemerkung**

DidF1, DidF2 / DidA1, DidA2 / DidPA / DidFP

**Registration – StudIP 1.9.2016-30.9.2016 / Size restriction – 15 / Prerequisites – None / Further Information – gabriele.blell@engsem.~ / stefanie.fuchs@engsem.~**

**Literatur**

**Required Reading:**

See course page on StudIP.

**Language Testing and Assessment with a Focus on Speaking and Writing**

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

Fellmann, Gabriela

**Mi Einzel 16:00 - 18:00 19.10.2016 - 19.10.2016 1502 - 615**

**Mi Einzel 16:00 - 18:00 26.10.2016 - 26.10.2016 1502 - 615**

**Sa Einzel 10:00 - 15:00 19.11.2016 - 19.11.2016 1502 - 615**

**Sa Einzel 10:00 - 15:00 03.12.2016 - 03.12.2016 1502 - 615**

**Sa Einzel 10:00 - 15:00 14.01.2017 - 14.01.2017 1502 - 615**

**Mi Einzel 16:00 - 18:00 25.01.2017 - 25.01.2017 1502 - 615**

**Mi Einzel 16:00 - 18:00 01.02.2017 - 01.02.2017 1502 - 615**

**Kommentar**

Tests and assessment are an integral part of foreign language learning and teaching. The seminar therefore provides an opportunity to explore a variety of key theoretical and practical issues involved in language testing and assessment. We will focus on test development, design and data analysis as well as their relation to test results and
their effects on the learning process. The seminar will also offer a review of influential articles by authors such as e.g. Canale, Swain, Moss, Alderson and we will discuss their contribution to the field. Students should be enabled to identify and select test formats appropriate for different ages, competence levels, skills and purposes. We will also develop language tests for a class at my school focussing on competence-oriented testing (writing and speaking) according to the “Kerncurriculum”, and evaluate the pupils' tests (written exams; transcripts of speaking exams). Alternatives to testing will be thoroughly discussed.

Literatur

Required Reading:

Teaching English with Film

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

**Kommentar**

Film has left the movies and stepped into the streets. Everywhere we are offered opportunities to show and watch films: in parks, on trains, airplanes, the underground or walls. At the same time, film productions and their 'by-products' have flooded our public spaces with posters, advertising, merchandising products etc. Furthermore, films have been made into comics or even computer games. With reference to the development of competences in the field of *film contextualization* (Film kontextualisieren) in the EFL classroom (cf. Blell/Grünewald/Kepser & Surkamp, in print), the seminar will particularly focus on the interrelation of film in/and public spaces (*wide reading*). On the basis of little field studies in public spaces, we will subsequently design and discuss task- and activity-oriented learning scenarios for the EFL classroom.

Literatur

Required Reading:

Please, see the course page on StudIP.

Teaching English with Media

Seminar, SWS: 2, Max. Teilnehmer: 30
Fuchs, Stefanie

**Kommentar**

Media play a major role in the EFL classroom, as they not only improve learners’ motivation and autonomy, but also help them to acquire language skills and competence. This course will introduce and discuss different media and explore how these can be used effectively in the EFL classroom. Participants will be asked to work on projects in groups or individually. After exploring the theoretical aspects (e.g. the pros and cons about different media, the integration of online-media) as well as reflecting on own media use and competence, the aim is to create units / lesson plans / tasks / materials for the future target student population(s).

Literatur

Required Reading:

Please, see the course page on StudIP.
DidFP
Fachpraktikum Englisch: IGS Mühlenberg

Fachpraktikum, SWS: 2, Max. Teilnehmer: 4
Fuchs, Stefanie

Mo 17.10.2016 - 04.02.2017
Kommentar
In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und
Mentor/innen selbst.

Ergänzend wird von uns ein begleitendes Blockpraktikum an der
IGS Mühlenberg angeboten.

Die Teilnahme ist auf 4 Plätze limitiert, die in der Reihenfolge der Anmeldung über
Stud.IP vergeben werden.

Der genaue Zeitraum für das Praktikum wird noch bekanntgegeben.

Bemerkung

Literatur
Required Reading:
Course page on StudIP.

DidPA
Fachpraktikum Englisch: IGS Mühlenberg

Fachpraktikum, SWS: 2, Max. Teilnehmer: 4
Fuchs, Stefanie

Mo 17.10.2016 - 04.02.2017
Kommentar
In der Regel wählen und organisieren Studierende ihre Fachpraktikumsplätze und
Mentor/innen selbst.

Ergänzend wird von uns ein begleitendes Blockpraktikum an der
IGS Mühlenberg angeboten.

Die Teilnahme ist auf 4 Plätze limitiert, die in der Reihenfolge der Anmeldung über
Stud.IP vergeben werden.

Der genaue Zeitraum für das Praktikum wird noch bekanntgegeben.

Bemerkung

Literatur
Required Reading:
Course page on StudIP.

Kolloquium zum Studienabschluss (FüBA & MEd.)

Kolloquium, SWS: 2, Max. Teilnehmer: 15
Blell, Gabriele| Fuchs, Stefanie

Di wöchentl. 16:00 - 18:00 18.10.2016 - 01.02.2017 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. Es werden empirische
Forschungsmethoden aufgezeigt und diskutiert.

Bemerkung
DidF1, DidF2 / DidA1, DidA2 / DidPA / DidFP
Englisches Seminar

**Literatur**

*Required Reading:*

See course page on StudIP.

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**Planung und Analyse von Englischunterricht**

Seminar, SWS: 2, Max. Teilnehmer: 25
Blell, Gabriele

**Kommentar**

<Do wöchentl. 08:00 - 10:00 20.10.2016 - 04.02.2017 1502 - 615>


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**Bemerkung**

*DidPA*

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**Literatur**

*Required Reading:*


Der Kauf dieses Grundlagenwerks wird empfohlen.

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**Planung und Analyse von Englischunterricht**

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

**Kommentar**

<Fr wöchentl. 14:00 - 16:00 21.10.2016 - 23.12.2016 1502 - 615>
<Fr Einzel 16:00 - 18:00 04.11.2016 - 04.11.2016 1502 - 615>
<Fr Einzel 16:00 - 18:00 13.01.2017 - 13.01.2017 1502 - 615>

*Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden.*

Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch.


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**Bemerkung**

*DidPA*

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**Literatur**

*Required Reading:*


Der Kauf dieses Grundlagenwerks wird empfohlen.
Englisches Seminar

Seminar, SWS: 2, Max. Teilnehmer: 25
Woltin, Alexander

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Kommentar
Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden.


Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Das Seminar wird als Blockseminar durchgeführt.

Bemerkung
DidPA

Registration – StudIP 1.9.2016-30.9.2016 / Size restriction – 40 / Prerequisites – DidF / Further Information – alexander.woltin@engsem.uni-hannover.de

Literatur
Required Reading:

Der Kauf dieses Grundlagenwerks wird empfohlen.

Teaching English with Film

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

|Di wöchentl. 12:00 - 14:00 | 18.10.2016 - 04.02.2017 | 1502 - 615 |

Kommentar
Film has left the movies and stepped into the streets. Everywhere we are offered opportunities to show and watch films: in parks, on trains, airplanes, the underground or walls. At the same time, film productions and their 'by-products' have flooded our public spaces with posters, advertising, merchandising products etc. Furthermore, films have been made into comics or even computer games. With reference to the development of competences in the field of film contextualization (Film kontextualisieren) in the EFL classroom (cf. Blell/Grünewald/Kepser & Surkamp, in print), the seminar will particularly focus on the interrelation of film in and public spaces (wide reading). On the basis of little field studies in public spaces, we will subsequently design and discuss task- and activity-oriented learning scenarios for the EFL classroom.

Bemerkung
DidA

Registration – StudIP 01.09.2016-30.09.2016 / Size restriction – 30 / Prerequisites – DidF / Further Information – gabriele.bell@engsem.uni-hannover.de

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

Intermediate American Literature and Culture (AmerF2/AmerF3)

*AmerF2*
Survey of American Literature and Culture

Vorlesung, SWS: 2
Mayer, Ruth


WiSe 2016/17
This lecture will provide an introduction to American culture and literature from the beginnings of colonization to the present time. We will be concerned with the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts, casting a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution, independence and the negotiations around national identity and manifest destiny. It will focus on the interactions between minorities and mainstream, marginalized groups and powerful parties, and investigate the emergence of cultural categories of distinction (the high, the low, and the middle).

A reader with additional course material will be made available at the beginning of the class. Please refer to the course page on StudIP for further information as the semester approaches. All the material including power point presentations and handouts will be posted online on StudIP. Please register on StudIP between Sept. 1-30.

In this class we will discuss seminal texts of Jewish American literature from the vantage point of their engagement with the processes and experiences of immigration. We will approach the literature of the period against the backdrop of other cultural representations in photography, film, and comics. Please purchase and read Henry Roth, *Call It Sleep* (Picador, ISBN: 978-0312424121) and Eva Hoffman, *Lost in Translation: A Life in a New Language* (Vintage, ISBN: 978-0099428664). A reader with additional course material will be made available at the beginning of the semester. Please register on StudIP between Sept. 1-30.

Presumably, digitization has reconfigured our understanding and concept of literature, the materiality of its medium and the channels of its distribution. Electronic production and reception environments have created challenges to established ways of studying and analyzing not only digital texts but print media as well. In this class we will investigate theories of electronic literature and hypertext as well as literary texts that are “digital born,” a first generation digital object created on a computer and (usually) meant to be read on a computer” (Hayles 2007). We will consider if and how the roles and functions of literary agents – readers, writers and critics – are reconfigured through the impact of digitization. The class will turn to experimental forms like hypertext fiction, digital poetry and interactive fiction as well as ‘remediated’ formats like e-books. We will look at works created on social online sites like twitter or on fan fiction archives like fanfiction.net, and reviews written by readers on Goodreads, as well as examine the dynamics of self-publishing. Additionally we will look at projects that examine and negotiate digital literature and electronic writing through print texts. The class will end with a student-

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**AmerF3**

*Jewish American Immigrant Literatures and Cultures*

Seminar, SWS: 2, Max. Teilnehmer: 30
Mayer, Ruth

Mi wöchentl. 12:00 - 14:00 19.10.2016 - 04.02.2017 1502 - 615

In this class we will discuss seminal texts of Jewish American literature from the vantage point of their engagement with the processes and experiences of immigration. We will approach the literature of the period against the backdrop of other cultural representations in photography, film, and comics. Please purchase and read Henry Roth, *Call It Sleep* (Picador, ISBN: 978-0312424121) and Eva Hoffman, *Lost in Translation: A Life in a New Language* (Vintage, ISBN: 978-0099428664). A reader with additional course material will be made available at the beginning of the semester. Please register on StudIP between Sept. 1-30.


**Literature in the Digital Era**

Seminar, SWS: 2, Max. Teilnehmer: 30
Soller, Bettina

Do wöchentl. 14:00 - 16:00 20.10.2016 - 04.02.2017 1502 - 609

Presumably, digitization has reconfigured our understanding and concept of literature, the materiality of its medium and the channels of its distribution. Electronic production and reception environments have created challenges to established ways of studying and analyzing not only digital texts but print media as well. In this class we will investigate theories of electronic literature and hypertext as well as literary texts that are “digital born,” a first generation digital object created on a computer and (usually) meant to be read on a computer” (Hayles 2007). We will consider if and how the roles and functions of literary agents – readers, writers and critics – are reconfigured through the impact of digitization. The class will turn to experimental forms like hypertext fiction, digital poetry and interactive fiction as well as ‘remediated’ formats like e-books. We will look at works created on social online sites like twitter or on fan fiction archives like fanfiction.net, and reviews written by readers on Goodreads, as well as examine the dynamics of self-publishing. Additionally we will look at projects that examine and negotiate digital literature and electronic writing through print texts. The class will end with a student-

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WiSe 2016/17
organized conference. (If you want to be part of the organizational team, please sign up for the Independent Studies class).

Bemerkung

AmerF3


Intermediate British Literature and Culture (BritF2/BritF3)

BritF2

BritF3

British and Irish Poetry 1950-2016

Seminar, SWS: 2, Max. Teilnehmer: 40
Bennett, Peter

Fr \ wöchentl. 12:00 - 14:00 21.10.2016 - 02.12.2016 1502 - 703
Fr \ Einzel 12:00 - 14:00 09.12.2016 - 09.12.2016 1502 - 609
Fr \ wöchentl. 12:00 - 14:00 16.12.2016 - 04.02.2017 1502 - 703

Kommentar
The aim of this seminar is to develop confidence in working with modern poetry generally and in the specific context of British cultures over the last fifty years or so. We shall be working on many poems by many poets, some well-known, other less so. On the way, we shall debate the nature of poetry, asking what is and what is not poetry and discussing the criteria. This will lead to analysis of the marginal zone that lies between the literary text and the song lyric, namely performance poetry and the beat-based, non-melodic texts of British (British-Asian, British Caribbean, white British) dub, beat and hip-hop.

Bemerkung

BritF3

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – AmerBritF1 ● Size restriction – 40 ● Further information – peter.bennett@engsem.~

Literatur
Texts will be made available in class.

From Realism to Modernism

Seminar, SWS: 2, Max. Teilnehmer: 35
Grünkemeier, Ellen

Di \ wöchentl. 14:00 - 16:00 18.10.2016 - 04.02.2017 1502 - 613

Kommentar
This course will familiarise students with realism and modernism: we will identify the characteristics of realist and modernist modes of writing and discuss their functions and effects. Drawing on the ‘Lektüreliste Anglistik’, we will focus on major texts from the late 19th to the early 20th centuries. Selected poems, short stories and non-fictional essays as well as Virginia Woolf’s novel *To the Lighthouse* (1927) will be subject to our discussion. Studying the exemplary texts, we will combine close readings (based on the analytical categories from the ‘Introduction to Literary Studies’) with historical contextualisation and a discussion of the cultural, social and political implications of these texts and modes of writing.

Bemerkung

BritF3

Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2016 - 30.9.2016 ● Size restriction – 35 ● Prerequisites – AmerBritF1 ● Further Information – ellen.gruenkemeier@engsem.~

Literatur
Please bring your own copy of Virginia Woolf’s *To the Lighthouse* (preferably the Oxford World’s Classic or the Penguin Classics edition).
The short stories, poems and non-fictional essays will be provided on StudIP.

Jane Austen’s Novels

WiSe 2016/17
Englisches Seminar

Seminar, SWS: 2, Max. Teilnehmer: 40
Gohrisch, Jana

Kommentar

Di wöchentl. 16:00 - 18:00 18.10.2016 - 04.02.2017 1502 - 703
In this course students will practice their skills in the analysis of fictional texts (acquired in the “Introduction to Literary Studies”) on two of Jane Austen’s well-known novels and a range of non-fictional material.

Jane Austen is one of the most influential British novelists. Her novels explore a variety of topics such as gender roles and love, courtship and marriage, property and social class, sensibility and reason. In this seminar we will address these and other topics as well as questions concerning language and style (free indirect discourse and irony), character and setting.

Two of her novels, i.e. *Pride and Prejudice* (1813) and *Emma* (1816), will be subject to in-depth analysis. We will locate the texts in their wider social, historical and cultural contexts and briefly discuss some of their novelistic and cinematographic adaptations in the 20th and the 21st centuries such as the 2016 film version of Graham Smith’s mashup *Pride and Prejudice and Zombies* (2016).

Bemerkung

BritF3

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – AmerBritF1 ● Size restriction – 40 ● Further information – jana.gohrisch@engsem.~

Literatur

*Required Reading*:

Jane Austen. *Pride and Prejudice* (1813)
Jane Austen. *Emma* (1816)

Students who wish to attend this course should purchase the novels in well-annotated Penguin or Oxford Classics editions and read one of them before the course starts.

The non-fiction covered in the seminar will be provided either on StudIP or in a reader available from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

**Selected 20th-Century Children’s Fiction**

Seminar, SWS: 2, Max. Teilnehmer: 40
Bennett, Peter

Kommentar

Do wöchentl. 12:00 - 14:00 20.10.2016 - 04.02.2017 1502 - 703
Our scrutiny of two novels from each of the so-called second and third golden ages of children’s literature will lead us to consider a variety of literary-theoretical aspects, including modes and sub-genres of story-telling, ideology, and intertextuality. We shall pay attention to the particular relevance of these aspects to children’s fiction. We shall aim to understand how the fictions construct childhood both in their protagonists and in the implicit young readers. And we shall discuss, where relevant, the phenomenon of so-called crossover fiction, which is defined by its supposed appeal to adults as well as to children.

Those who sign up for the seminar should expect to copy with a large volume of reading, extending beyond the mandatory texts listed below. Students will need to possess the following novels.

Bemerkung

BritF3

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – AmerBritF1 ● Size restriction – 40 ● Further information – peter.bennett@engsem.~

Literatur

C.S. Lewis (1950). *The Lion, the Witch and the Wardrobe*. Any edition

WiSe 2016/17 124
**Englisches Seminar**

<table>
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<td>Blell, Gabriele</td>
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**Kommentar**

Das Doktorandenkolloquium findet statt in Zusammenarbeit mit der Didaktik des Spanischen (Prof. Dr. Andrea Rössler). Es findet nach Einladung statt.

**Bemerkung**

Further Information – gabriele.blell@engsem.~ / roessler@romanistik.phil.~

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**Kolloquium zum Studienabschluss in der Literatur- und Kulturwissenschaft**

| Seminar, SWS: 1, Max. Teilnehmer: 20 |
| Gohrisch, Jana |
| Di 14-tägisch 18:00 - 20:00 | 18.10.2016 - 04.02.2017 |

**Kommentar**

Das auf die gesamte Vorlesungszeit angelegte und 14-tägig stattfindende Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrem Studienabschluss im Bachelor oder Master stehen. Besonders ausführlich besprechen wir die Anfertigung der Abschlussarbeit (Themenfindung, Recherche, Arbeits- und Schreibtechniken) und üben, eine Forschungsfrage zu entwickeln bzw. eine zentrale These zu formulieren. Bei Bedarf wiederholen wir die literaturwissenschaftlichen Analysekategorien sowie theoretische Konzepte und Denkansätze.

**Bemerkung**

CO / AAS7

Assessment Tasks – will be specified in class
Prerequisites – (almost) completed FüBA or Master courses
Size restriction – 20
Further information – jana.gohrisch@engsem.~

**Literatur**

Required Reading:


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**Zertifikatsprogramm Lehramt an Gymnasien - Fach Englisch**

**Foundations Linguistics (LingF1/LingF2)**

| **LingF1** |
| Introduction to Linguistics I |

| Vorlesung, SWS: 2 |
| Pfaff, Meike |
| Do wöchentl. | 10:15 - 11:45 | 27.10.2016 - 04.02.2017 | 1502 - 003 |

**Kommentar**

The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it fulfils. This course 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, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II.

**Bemerkung**

LingF1


Size restriction - none

*Prerequisites* – none

*Further Information* – meike.pfaff@engsem.

**Literatur**


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**LingF2**

**Intermediate Linguistics (LingF3/LingF4)**

**LingF3**

**Phonetics & Phonology**

**Vorlesung**, SWS: 2

Altendorf, Ulrike

Mo wöchentl. 18:15 - 19:45 17.10.2016 - 04.02.2017 1502 - 003

**Kommentar**

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

**Bemerkung**

LingF3


**Literatur**


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**LingF4**

**English Dialectology**

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

Altendorf, Ulrike

Mo wöchentl. 16:00 - 18:00 17.10.2016 - 04.02.2017 1502 - 609

**Kommentar**

This course will explore classic, recent and current studies in English Dialectology with a focus on varieties of English in England. The course requires a solid knowledge of phonetics and phonology.

**Bemerkung**

LingF4


*Literatur*

### Englisches Seminar

**Di wöchentlich** 12:00 - 14:00 18.10.2016 - 04.02.2017 1502 - 703

**Kommentar**

This course will explore classic, recent and current studies in English Dialectology with a focus on varieties of English in England. The course requires a solid knowledge of phonetics and phonology.

**Bemerkung**

LingF4


**Literatur**


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### Language & Gender

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

**Pfaff, Meike**

**Do wöchentlich** 14:00 - 16:00 20.10.2016 - 04.02.2017 1502 - 615

**Kommentar**

This course will investigate sociolinguistic variation with an emphasis on gender-differentiated language use. We will tackle questions as the following: to what extent do the speech patterns of men and women differ, i.e. are there qualitative and quantitative differences in the lexicon, phonology and/or morpho-syntax of men's and women's speech? And, talking about quantity, who talks more? Do that Little Miss Chatterbox and Mr. Tight-Lipped really exist or are they just stereotypical representations of women and men? Who sets the tone in linguistic change, men or women? And how do we detect and deal with linguistic sexism? In order to answer these questions, we will look at several studies from the field of gendered variation and will, if time permits, conduct our own linguistic studies tracing the speech patterns of men and women in linguistic corpora.

**Bemerkung**

LingF4


Prerequisites – LingF1-LingF2

Size Restriction: 30

Further Information – meike.pfaff@engsem.

**Literatur**


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### Advanced Linguistics (LingA1/LingA2)

**LingA1**

**Face and Rapport Management**

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

**Schulze, Rainer**

**Mo wöchentlich** 16:00 - 18:00 17.10.2016 - 04.02.2017 1502 - 703

**Kommentar**

We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans ‘encode’ states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments. This advanced seminar will take a fresh look at the phenomenon,
showing that the situation is far more complex than these stereotypes would suggest. The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources. We will take a pragmatic approach that is based on the controversial notion that politeness is equivalent to communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms ‘polite’ or ‘impolite’ to linguistic phenomena. We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony (‘mock politeness’) and banter (‘mock impoliteness’).


Size restriction – 25

Prerequisites – LingF1-LingF4 (FüBA)

Further information – rainer.schulze@engsem.uni-hannover.de

The following textbook will be used in class and is recommended for purchase:


Please make sure that you order your copy of the book asap.

Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

Linguistic Theories of Humor

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Kommentar

How are humorous meanings generated and interpreted? Understanding a joke involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke (a matter of pragmatics). This seminar will introduce and (sometimes) critique a wide range of semantic and pragmatic theories in relation to humour, such as Arthur Koestler’s bisociation theory of humour, Victor Raskin’s script-based theory of jokes, the General Theory of Verbal Humor by Victor Raskin and Salvatore Attardo and the attempt of testing this approach by Willibald Ruch, Salvatore Attardo’s Linear Theory of Humor, the analysis of puns by Salvatore Attardo, the relationship between humour and pragmatic maxims as explored by Herbert P. Grice, Dan Sperber and Deirdre Wilson, etc. Each theory will be complemented by discussion topics, countless jokes as linguistic examples and suggestions for further reading and will thus encourage a critical approach to semantic and pragmatic issues. Beware, attending this seminar is no laughing matter…


Size restriction – 25

Prerequisites – LingF1-LingF4 (FüBA)

Further information – rainer.schulze@engsem.uni-hannover.de

A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

Phraseology and Culture
The proposition that there is a correlation between language and culture or culture-specific ways of thinking can be traced back to the views of Herder and von Humboldt in the late 18th and early 19th centuries. It was most explicitly formulated, however, by the German-American linguist and anthropologist Edward Sapir in various publications from 1929 onward (re-published posthumously in 1949 under the title Selected Writings of Edward Sapir in Language, Culture and Personality), and in the writings of his pupil Benjamin Lee Whorf (re-published posthumously in 1956 as Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf). The Sapir-Whorf hypothesis, as it came to be called, expresses the notion that different languages lead their speakers to different conceptualizations of the same extralinguistic reality, which seems to be most evident in the way that reality is segmented by the lexicon.

Even though few linguists would fully agree with a strict reading of the Sapir-Whorf hypothesis today, it is generally accepted that a language, especially its lexicon, influences its speakers' cultural patterns of thought and perception in various ways, for example through a culture-specific segmentation of the extralinguistic reality, the frequency of occurrence of particular lexical items, or the existence of keywords or key word combinations revealing core cultural values. Nevertheless, the exact workings of the link between language and culture are still poorly understood. The few specific theoretical frameworks that do exist are often felt to be inadequate, and the research methodology is only insufficiently developed.

The aim of this advanced seminar, then, will be to explore the cultural dimension of a wide range of pre-constructed or semi-pre-constructed word combinations in English. These will include highly opaque multiword units of the kick-the- bucket type, collocations, irreversible binominals, phrasal verbs, compounds, metaphorical expressions, similes, proverbs, familiar quotations, catchphrases, clichés, slogans, expletives, and discourse markers such as politeness formulae (all of which have been subsumed under phraseology, or under idiom in the Anglo-American linguistic tradition), types of word combinations (e.g. proverbs and similes), use-related varieties (such as the language of tourism or answering-machine messages), and user-related varieties (such as Aboriginal English or African English).

Bemerkung
LingA1, FAL 2
Size restriction – 25
Prerequisites – LingF1-LingF4 (FüBA)
Further information – rainer.schulze@engsem.uni-hannover.de

Literatur
A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

LingA2
Applied Cognitive Linguistics (Blockseminar Ying-Hsueh Hu): Applications and Implications of CL in SLA, Cross-cultural and Social Studies
This is a course to raise the awareness of a discipline that has come to be known as “Cognitive Linguistics” (CL) and in what way this discipline has influenced investigations into semantics, syntax and vocabulary. Thanks to this perspective, the whole issue of language acquisition has been brought into a new light. Therefore, the aim of the course is to explore research in CL and first/second language learning and how this knowledge may be applied to language teaching.

The course will consist of a core component on the major tenets of CL, such as prototypes, basic level concepts, metaphors, metonymies, image schemas and motion event structures through the investigation of several research studies on the nature of language and language development. Also, the course will provide opportunities to examine and discuss the empirical evidence on the applications of these CL principles to second/foreign language teaching and learning. Students will be given hands-on-training to conduct their own analyses at the end of each session and design teaching materials for their current or future classroom as a small-scale group project to be presented on the final day of the course. The language teaching areas that will be examined include, but are not limited to, English basic level words, propositions, lexical chunks (e.g., phrasal verbs and idioms), modal verbs, syntax for motion events, and tenses/aspects. Although the course focuses on the pedagogical application of CL, applications to cross-cultural learning and socio as well as political discourse analysis will also be briefly introduced.

**LingUA³**

**Seminar, SWS: 2**

**Altendorf, Ulrike | Mathias, Alexa**

**Kommentar**

Linguistik ist weitaus mehr als grammatische Analyse... LingUA³ vermittelt Einblicke in die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsgebiete sowie interdisziplinärer Forschung und beruflicher Praxis. Pro Semester finden drei Gastvorträge internationaler Wissenschaftler/-innen aus Germanistik, Anglistik und Romanistik statt. Im begleitenden Seminar werden die Themen der Gastvorträge inhaltlich vorbereitet und vertieft, aber auch die Organisation der Vorträge sowie die damit verbundenen „PR-Maßnahmen“ werden von den Studierenden aktiv mitgestaltet.


Vortragsthemen und –termine im WS 2016/17:

- 15.11.16, 18 Uhr: Dr. François Conrad (LUH): „Luxemburgisch“
- 06.12.16, 18 Uhr, Prof. Dr. Jane Stuart-Smith (University of Glasgow): (Titel wird noch bekanntgegeben)
- 10.01.17, 18 Uhr: Dr. Oliver Herbst, Ansbach: „Diesseits und jenseits der Fachsprache: Medizinische Beratungssendungen im Hörfunk“

**Bemerkung**

Teilnehmerzahl: 25.

**Literatur**

Wird im Seminar bekanntgegeben, teilweise über Stud.IP verfügbar gemacht.
This course will present Peter Trudgill's recently developed theories of sociolinguistic typology and new dialect formation as well as a selection of socio-historical case studies to which they will be applied.


N.B.: Please note that you need to bring a laptop or comparable net-enabled device with headphones to work with in class.

Dozentin: Jane Stuart-Smith, University of Glasgow

Um an diesem Kurs teilnehmen zu können, müssen Sie eventuell am Freitag, dem 02.12.16, und am Montag, dem 05.12.16, von Ihnen belegten anderen Lehrveranstaltungen einmalig fernbleiben. Sollte die Lehrenden dieser Veranstaltung eine Bescheinigung wünschen, wenden Sie sich bitte an mich, sobald Sie ein regulärer Seminarteilnehmer sind.

**Foundations Literature and Culture (AmerBritF1)**

**AmerBritF1**  
Introduction to Literary Studies

<table>
<thead>
<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 40</th>
<th>Mayer, Ruth</th>
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<tbody>
<tr>
<td>Mo wöchentl. 12:00 - 14:00 17.10.2016 - 04.02.2017 1502 - 609</td>
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<tr>
<td>Kommentar</td>
<td>This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. The course will acquaint students with different theoretical approaches to literature and culture as well as important critical concepts and methods in order to further their skills of description, analysis and interpretation. For illustration, we will draw on representative textual examples from a variety of genres and periods.</td>
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<td>Bemerkung</td>
<td>AmerBritF1</td>
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<th>Seminar, SWS: 2, Max. Teilnehmer: 40</th>
<th>Brasch, Ilka</th>
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<tbody>
<tr>
<td>Di wöchentl. 10:00 - 12:00 25.10.2016 - 04.02.2017 1502 - 609</td>
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<th>Seminar, SWS: 2, Max. Teilnehmer: 40</th>
<th>Gohrisch, Jana</th>
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<tr>
<td>Mi wöchentl. 08:00 - 10:00 26.10.2016 - 01.02.2017 1502 - 703</td>
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<tr>
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<tr>
<td>Bemerkung</td>
<td>AmerBritF1</td>
</tr>
<tr>
<td>Registration – StudIP 30.09.2016-20.10.2016 / Prerequisites – None / Size restriction – 40 / Further information – jana.gohrisch@engsem.~</td>
<td></td>
</tr>
</tbody>
</table>
**Introduction to Literary Studies**

Seminar, SWS: 2, Max. Teilnehmer: 40  
Pardey, Hannah

**Do** wöchentl. 12:00 - 14:00 27.10.2016 - 01.02.2017  
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**  
Amer BritF1  
Prerequisites – None  
Size restriction – 40  
Further information – hannah.pardey@engsem.

**Literatur**  

Please buy and bring your own copy of this textbook.

A reader with additional texts covered in the seminar will be available from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

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**Intermediate American Literature and Culture (AmerF2/AmerF3)**

*AmerF2*  
Survey of American Literature and Culture

**Vorlesung, SWS: 2**  
Mayer, Ruth

**Di** wöchentl. 12:15 - 13:45 25.10.2016 - 04.02.2017  
1502 - 003

**Kommentar**  
This lecture will provide an introduction to American culture and literature from the beginnings of colonization to the present time. We will be concerned with the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts, casting a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution, independence and the negotiations around national identity and manifest destiny. It will focus on the interactions between minorities and mainstream, marginalized groups and powerful parties, and investigate the emergence of cultural categories of distinction (the high, the low, and the middle). A reader with additional course material will be made available at the beginning of the class. Please refer to the course page on StudIP for further information as the semester approaches. All the material including power point presentations and handouts will be posted online on StudIP. Please register on StudIP between Sept. 1-30.

**Bemerkung**  
AmerF2  
Size restriction – none  
Further Information – ruth.mayer@engsem.
**AmerF3**

**Jewish American Immigrant Literatures and Cultures**

Seminar, SWS: 2, Max. Teilnehmer: 30
Mayer, Ruth

**Kommentar**

Mi wöchentl. 12:00 - 14:00 19.10.2016 - 04.02.2017  1502 - 615

In this class we will discuss seminal texts of Jewish American literature from the vantage point of their engagement with the processes and experiences of immigration. We will approach the literature of the period against the backdrop of other cultural representations in photography, film, and comics. Please purchase and read Henry Roth, *Call It Sleep* (Picador, ISBN: 978-0312424121) and Eva Hoffman, *Lost in Translation: A Life in a New Language* (Vintage, ISBN: 978-0099428664). A reader with additional course material will be made available at the beginning of the semester. Please register on StudIP between Sept. 1-30.

**Bemerkung**

AmerF3


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**Literature in the Digital Era**

Seminar, SWS: 2, Max. Teilnehmer: 30
Soller, Bettina

**Kommentar**

Do wöchentl. 14:00 - 16:00 20.10.2016 - 04.02.2017  1502 - 609

Presumably, digitization has reconfigured our understanding and concept of literature, the materiality of its medium and the channels of its distribution. Electronic production and reception environments have created challenges to established ways of studying and analyzing not only digital texts but print media as well. In this class we will investigate theories of electronic literature and hypertext as well as literary texts that are “digital born,’ a first generation digital object created on a computer and (usually) meant to be read on a computer” (Hayles 2007). We will consider if and how the roles and functions of literary agents – readers, writers and critics – are reconfigured through the impact of digitization. The class will turn to experimental forms like hypertext fiction, digital poetry and interactive fiction as well as ‘remediated’ formats like e-books. We will look at works created on social online sites like twitter or on fan fiction archives like fanfiction.net, and reviews written by readers on Goodreads, as well as examine the dynamics of self-publishing. Additionally we will look at projects that examine and negotiate digital literature and electronic writing through print texts. The class will end with a student-organized conference. (If you want to be part of the organizational team, please sign up for the Independent Studies class).

**Bemerkung**

AmerF3


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**Intermediate British Literature and Culture (BritF2/BritF3)**

**BritF2**

**BritF3**

**British and Irish Poetry 1950-2016**

Seminar, SWS: 2, Max. Teilnehmer: 40
Bennett, Peter

**Fr wöchentl.** 12:00 - 14:00 21.10.2016 - 02.12.2016  1502 - 703
Fr Einzel 12:00 - 14:00 09.12.2016 - 09.12.2016  1502 - 609
**Englisches Seminar**

**Unterlagen**

**Fr wöchentlich** 12:00 - 14:00 16.12.2016 - 04.02.2017 1502 - 703

**Kommentar**

The aim of this seminar is to develop confidence in working with modern poetry generally and in the specific context of British cultures over the last fifty years or so. We shall be working on many poems by many poets, some well-known, other less so. On the way, we shall debate the nature of poetry, asking what is and what is not poetry and discussing the criteria. This will lead to analysis of the marginal zone that lies between the literary text and the song lyric, namely performance poetry and the beat-based, non-melodic texts of British (British-Asian, British Caribbean, white British) dub, beat and hip-hop.

**Bemerkung** BritF3

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – AmerBritF1 ● Size restriction – 40 ● Further information – peter.bennett@engsem.

**Literatur**

Texts will be made available in class.

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**From Realism to Modernism**

**Seminar, SWS: 2, Max. Teilnehmer: 35**

Grünkemeier, Ellen

**Di wöchentlich** 14:00 - 16:00 18.10.2016 - 04.02.2017 1502 - 613

**Kommentar**

This course will familiarise students with realism and modernism: we will identify the characteristics of realist and modernist modes of writing and discuss their functions and effects. Drawing on the ‘Lektüreliste Anglistik’, we will focus on major texts from the late 19th to the early 20th centuries. Selected poems, short stories and non-fictional essays as well as Virginia Woolf’s novel *To the Lighthouse* (1927) will be subject to our discussion. Studying the exemplary texts, we will combine close readings (based on the analytical categories from the ‘Introduction to Literary Studies’) with historical contextualisation and a discussion of the cultural, social and political implications of these texts and modes of writing.

**Bemerkung** BritF3

Assessment Tasks – will be specified in class ● Registration – StudIP 1.9.2016 - 30.9.2016 ● Size restriction – 35 ● Prerequisites – AmerBritF1 ● Further Information – ellen.gruenkemeier@engsem.

**Literatur**

Please bring your own copy of Virginia Woolf’s *To the Lighthouse* (preferably the Oxford World’s Classic or the Penguin Classics edition).

The short stories, poems and non-fictional essays will be provided on StudIP.

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**Jane Austen’s Novels**

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

Gohrisch, Jana

**Di wöchentlich** 16:00 - 18:00 18.10.2016 - 04.02.2017 1502 - 703

**Kommentar**

In this course students will practice their skills in the analysis of fictional texts (acquired in the “Introduction to Literary Studies”) on two of Jane Austen’s well-known novels and a range of non-fictional material.

Jane Austen is one of the most influential British novelists. Her novels explore a variety of topics such as gender roles and love, courtship and marriage, property and social class, sensibility and reason. In this seminar we will address these and other topics as well as questions concerning language and style (free indirect discourse and irony), character and setting.

Two of her novels, i.e. *Pride and Prejudice* (1813) and *Emma* (1816), will be subject to in-depth analysis. We will locate the texts in their wider social, historical and cultural contexts and briefly discuss some of their novelistic and cinematographic adaptations in the 20th and the 21st centuries such as the 2016 film version of Graham Smith’s mashup *Pride and Prejudice and Zombies* (2016).

**Bemerkung** BritF3

**WiSe 2016/17**
“Selected 20th-Century Children’s Fiction”

Seminar, SWS: 2, Max. Teilnehmer: 40

Bennett, Peter

Do wöchentl. 12:00 - 14:00 20.10.2016 - 04.02.2017 1502 - 703

Kommentar

Our scrutiny of two novels from each of the so-called second and third golden ages of children’s literature will lead us to consider a variety of literary-theoretical aspects, including modes and sub-genres of story-telling, ideology, and intertextuality. We shall pay attention to the particular relevance of these aspects to children’s fiction. We shall aim to understand how the fictions construct childhood both in their protagonists and in the implicit young readers. And we shall discuss, where relevant, the phenomenon of so-called crossover fiction, which is defined by its supposed appeal to adults as well as to children.

Those who sign up for the seminar should expect to copy with a large volume of reading, extending beyond the mandatory texts listed below. Students will need to possess the following novels.

Bemerkung

BritF3

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – AmerBritF1 ● Size restriction – 40 ● Further information – peter.bennett@engsem.~

Literatur

C.S. Lewis (1950). The Lion, the Witch and the Wardrobe. Any edition


“Advanced Literature and Culture (AmerA/BritA)”

“AmerA
Classical Hollywood Film”

Seminar, SWS: 2, Max. Teilnehmer: 40

Brasch, Ilka

Mi wöchentl. 12:00 - 14:00 19.10.2016 - 04.02.2017 1502 - 609

Kommentar

In this course we will be concerned with what has been termed ‘Classical Hollywood,’ that is, the time between the 1920s and the 1950s in American film. These are the decades of studio-era film, in which large studios dominate film production and produce features that become part of what today we recognize as typical Hollywood conventions with a distinctive language of cinematic storytelling. However, this era is also marked by technological and stylistic transitions, such as the introduction of film sound or the use of color. We will view a selection of films from the time, including for instance Stella Dallas (King Vidor, 1937) and Rebel Without a Cause (Nicholas Ray, 1955). We will study these films both in their respective historical contexts and within a broader theoretical
Englisches Seminar

and conceptual framework of film studies – for instance with relation to Hollywood’s particularly ‘melodramatic mode’ of storytelling

Bemerkung
AmerA, AAS2, AAS4

ilka.brasch@engsem.~

Mass Culture and Modernity

Seminar, SWS: 2, Max. Teilnehmer: 30
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 17.10.2016 - 04.02.2017 1502 - 609
Kommentar
In this course we will be concerned with the emergence of mass culture as an American phenomenon with global reach. We will be discussing theories of mass culture in their formation throughout the 19th and 20th centuries, and review them against the practices of mass cultural institutions (the minstrel stage, vaudeville, amusement parks, cinemas, music halls) and mass cultural expression (comics, films, pulp novels). A strong focus will be on the period between 1880 and 1930, as the foundational period of a commercialized and mass-produced American entertainment culture. Please register on StudIP between Sept. 1-30.

Bemerkung
AmerA, AAS2, AAS3, AAS4

ruth.mayer@engsem.~

The Global Queer

Seminar, SWS: 2, Max. Teilnehmer: 30
Oldehus, Anna-Lena

Fr Einzel 14:00 - 18:00 20.01.2017 - 20.01.2017 1502 - 609
Sa Einzel 10:00 - 16:00 21.01.2017 - 21.01.2017 1502 - 615
Block +SaSo 14:00 - 18:00 27.01.2017 - 28.01.2017 1502 - 609
Kommentar
In this class we will look at historical and contemporary conceptions of queerness and other non-normative forms of gender and sexuality. Thereby, we will approach these concepts from a postcolonial perspective in order to highlight dynamics, challenges, and contradictions within the emancipation process.

As a basis we will look at theoretical texts and concepts concerning sexuality to then examine contemporary debates about phenomena such as “white gayness”, marriage rights, and coming-outs.

Bemerkung
AmerA, AAS3, AAS5

This class can be accredited for the Studienschwerpunkt Gender Studies.

Registration – StudIP / Size restriction – 30 / Further Information –
anna-lena.oldehus@engsem.~

BritA

Contemporary Asian British Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40
Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 18.10.2016 - 04.02.2017 1502 - 609
Kommentar
In this course students will practice their skills in literary analysis (acquired in the “Introduction to Literary Studies”) as well as in film analysis on a variety of texts and films by British Asians from the 1990s up to today.
Starting with a brief introduction into questions of terminology and the history of migration from Asia to Britain, we shall explore diasporic writing and its metropolitan reception, employing postcolonial concepts such as orientalism, othering and cultural hybridity. The viewing and reading programme for this course will comprise the following works: sketches from the comedy series *Goodness Gracious Me* (1998), Hanif Kureishi’s *The Buddha of Suburbia* (1990), Salman Rushdie’s short story “Chekov and Zulu” (1994) and the feature film *East is East* (1999). While this film presents a story of growing up male and Muslim in northern Britain, Monica Ali’s much acclaimed realist novel *Brick Lane* (2003) chronicles immigrant life in London from a female perspective. The course will conclude with a selection of poetry from Daljit Nagra’s prize-winning collection *Look We Have Coming to Dover* (2007).

**Bemerkung**

BritA / AAS3, AAS5 / Interdisziplinär: Gender Studies, Transformation Studies / Atlantic Studies: Modul WP Globalisierung und transkulturelle Räume

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students) ● Size restriction – 40 ● Further information – jana.gohrisch@engsem.

**Literatur**

**Required Reading:**


Please buy the novels and read at least one of them before the course begins.

A reader with Rushdie’s short story, Nagra’s poems and additional material will be available either on StudIP or from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

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### Laurence Sterne: The Life and Opinions of Tristram Shandy, Gentleman

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

**Bennett, Peter**

**Do** wöchentl. 14:00 - 16:00 20.10.2016 - 04.02.2017 1502 - 703

**Kommentar**

Published between 1759 and 1767, *Tristram Shandy* is one of the most extraordinary novels in the English language. Humourously and humanely satirical, but not bitterly so, its influences include the work of Cervantes, Rabelais, Montaigne, and Swift. It is often considered to be a forerunner of certain innovative novels of the 20th century. Produced in a period when the “classical” novel was taking shape, it does not offer the narrative continuities of that emerging genre. Nor, therefore, does it attempt to seduce the reader into the fictional world of the story. On the contrary, the text of *Tristram Shandy* continually and playfully emphasizes the performative nature of narration and the physical reality of printing ink on paper. The basic storyline is overwhelmed by the digressions and, when retrieved, proves paltry and aimless. As it was doubtless meant to be. The whole work is what is known in English as a shaggy-dog story or, as the closing line suggests, a cock-and-bull story. Which is not to say that it must therefore be frivolous. We may well discover a particular anti-dogmatic sanity behind the apparent craziness when we explore not only the intrinsic workings of the book but also extrinsic matters such as historical contexts, cultural influences and aspects of Sterne’s personal life. But, like *Tristram Shandy* itself, the seminar will not attempt to impose conclusions or achieve closure.

**Bemerkung**

BritA / AAS2

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students) ● Size restriction – 40 ● Further information – peter.bennett@engsem.

**Literatur**

You should get hold of the Penguin Classics text which was first published in 1997 and reissued in 2003, edited by Melvin and Joan New and based on the so-called Florida Edition. Do not confuse this with earlier Penguin editions.
Reading Early Modern British Classics

Seminar, SWS: 2, Max. Teilnehmer: 40
Gohrisch, Jana

Mi wöchentl. 10:00 - 12:00 19.10.2016 - 04.02.2017 1502 - 703

Kommentar

In this course, we shall explore the social and political, cultural and literary developments from the end of the Wars of the Roses in 1485 to the Glorious Revolution in 1688/89, dealing with the Tudor and Stuart monarchy, the reformation and Puritanism, and the rise of the middle classes.

In addition to watching and discussing parts of Simon Schama's BBC History of Britain series, we will read Thomas More’s famous prose text Utopia (1516) and sonnets as well as other poems by Wyatt, Sidney, Spenser, Shakespeare and John Donne. The most prominent reading will be Shakespeare’s tragedy Othello (performed c. 1604), which will be of interest to us, under the theoretical paradigm of New Historicism, for its treatment of gender, class and race. Throughout the course, we shall use the analytical categories acquired in the ‘Introduction to Literary Studies’.

Bemerkung

BritA / AAS2 / Interdisziplinä: Gender Studies, Transformation Studies / Atlantic Studies: WP Ungleichheit, Herrschaft und Differenz

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students) ● Size restriction – 40 ● Further information – jana.gohrisch@engsem.~

Literatur

Required Reading:


William Shakespeare. Othello (Arden edition)

Please read the play during the term break, i.e. before the course starts.

Although the Norton Anthology contains all the texts (except Othello), More’s Utopia and the poems as well as additional material on Shakespeare’s play will be provided in a reader available from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

Survey of Literary Theories

Seminar, SWS: 2, Max. Teilnehmer: 35
Grünkemeier, Ellen

Di wöchentl. 10:00 - 12:00 18.10.2016 - 01.02.2017 1502 - 613

Kommentar

This seminar will introduce students to 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, New Historicism and Cultural Materialism, Post-Structuralism and Deconstruction, Feminism and Gender Studies and Postcolonial Theory. Charlotte Brontë’s novel Jane Eyre (1847) will serve as the central literary text to which we will apply the theories.

In preparation for class students will be required to familiarise themselves with the key ideas of the respective approaches and read selected theoretical texts by some of their main representatives.

In class, we will then discuss and systematise these ideas and apply them to Jane Eyre in order to demonstrate the practical value of the theories and to practise their terminologies.

Bemerkung

BritA

A reader with the theoretical texts covered in the seminar will be available from Copyshop Storck (Körnerstraße 3) from October 11, 2016

Literatur

Students are strongly advised to read *Jane Eyre* prior to the first class meeting. Please buy the Norton Critical Edition of *Jane Eyre* (ed. by Richard Dunn) as well as Peter Barry's introductory textbook. A reader with the theoretical texts covered in the seminar will be made available.

**Required Reading:**


**The New Nigerian Novel**

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

**Pardey, Hannah**

**Do wöchentl. 10:00 - 12:00 20.10.2016 - 04.02.2017 1502 - 609**

**Kommentar**

Critics who explore the literary output of contemporary Nigerian authors, from Chimamanda Ngozi Adichie and Helon Habila to Sefi Atta and Chris Abani, do so under the catchphrase ‘Third Generation Nigerian Literature’. First coined by Pius Adesanmi and Chris Dunton, the term refers to a growing body of literary texts that differ markedly from those by preceding generations of Nigerian writers. In their introduction to a special issue of *English in Africa* (2005), they define the third generation as occupied with “nomadism, exile, displacement, and deracination” (16) as opposed to the anticolonial ‘writing back’ strategies that characterized earlier literary projects.

Seeking to familiarize students with the key concepts of and recent debates within Postcolonial Studies, we shall read Chinua Achebe’s internationally acclaimed classic *No Longer at Ease* (1960) before investigating how two third-generation authors redefine the thematic and aesthetic concerns of a Nigerian writing tradition. Achebe’s novel is set on the heels of Nigeria’s independence and deals with the havoc colonial rule wreaked on Igbo society and culture. Both Adichie’s *Half of a Yellow Sun* (2006) and Helon Habila’s *Measuring Time* (2007) allude to Achebe to inquire into the implications of negotiating Nigeria’s violent history for a Euro-American audience. On the fictional level, the novels suggest a new kind of historiographic writing that centres on the everyday lives of ordinary people.

**Bemerkung**

BritA / AAS3, AAS5 / Atlantic Studies: WP Globalisierung und transkulturelle Räume

Registration – StudIP 1.9.2016 - 30.9.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – AmerBritF1 ● Size restriction – 30 ● Further information – hannah.pardey@engsem.

**Literatur**

Please buy Chinua Achebe’s *No Longer at Ease* (1960), Chimamanda Ngozi Adichie’s *Half of a Yellow Sun* (2006) and Helon Habila’s *Measuring Time* (2007) and read at least Achebe prior to class.

All other texts covered in the seminar will be available in a reader (Copyshop Stork, Körnerstraße 3) or on StudIP.

**Focus Module (AmerA/BritA/LingA1/LingA2)**

**AmerA**

**Classical Hollywood Film**

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

**Brasch, Ilka**

**Mi wöchentl. 12:00 - 14:00 19.10.2016 - 04.02.2017 1502 - 609**
In this course we will be concerned with what has been termed ‘Classical Hollywood,’ that is, the time between the 1920s and the 1950s in American film. These are the decades of studio-era film, in which large studios dominate film production and produce features that become part of what today we recognize as typical Hollywood conventions with a distinctive language of cinematic storytelling. However, this era is also marked by technological and stylistic transitions, such as the introduction of film sound or the use of color. We will view a selection of films from the time, including for instance *Stella Dallas* (King Vidor, 1937) and *Rebel Without a Cause* (Nicholas Ray, 1955). We will study these films both in their respective historical contexts and within a broader theoretical and conceptual framework of film studies – for instance with relation to Hollywood’s particularly ‘melodramatic mode’ of storytelling.

In this course we will be concerned with the emergence of mass culture as an American phenomenon with global reach. We will be discussing theories of mass culture in their formation throughout the 19th and 20th centuries, and review them against the practices of mass cultural institutions (the minstrel stage, vaudeville, amusement parks, cinemas, music halls) and mass cultural expression (comics, films, pulp novels). A strong focus will be on the period between 1880 and 1930, as the foundational period of a commercialized and mass-produced American entertainment culture. Please register on StudIP between Sept. 1-30.

In this class we will look at historical and contemporary conceptions of queerness and other non-normative forms of gender and sexually. Thereby, we will approach these concepts from a postcolonial perspective in order to highlight dynamics, challenges, and contradictions within the emancipation process. As a basis we will look at theoretical texts and concepts concerning sexuality to then examine contemporary debates about phenomena such as “white gayness”, marriage rights, and coming-outs.

This class can be accredited for the Studienschwerpunkt *Gender Studies*. 

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**BritA**
We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans 'encode' states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments. This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest. The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources. We will take a pragmatic approach that is based on the controversial notion that politeness is equivalent to communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms ‘polite’ or ‘impolite’ to linguistic phenomena. We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony (‘mock politeness’) and banter (‘mock impoliteness’).
Englisches Seminar

Bemerkung
LingA1, FAL 2


Size restriction – 25

Prerequisites – LingF1-LingF4 (FüBA)

Further information – rainer.schulze@engsem.uni-hannover.de

Literatur
A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL

LingA2
Applied Cognitive Linguistics (Blockseminar Ying-Hsueh Hu): Applications and Implications of CL in SLA, Cross-cultural and Social Studies

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

<table>
<thead>
<tr>
<th>Tag</th>
<th>Uhrzeit</th>
<th>Datum</th>
<th>Dozentin: Ying-hsueh Hu, Tamkang University, Taiwan</th>
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<tr>
<td>Di</td>
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<td>Fr</td>
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<td>09:00 - 17:00</td>
<td>14.10.2016 - 14.10.2016</td>
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Kommentar
This is a course to raise the awareness of a discipline that has come to be known as “Cognitive Linguistics” (CL) and in what way this discipline has influenced investigations into semantics, syntax and vocabulary. Thanks to this perspective, the whole issue of language acquisition has been brought into a new light. Therefore, the aim of the course is to explore research in CL and first/second language learning and how this knowledge may be applied to language teaching.

The course will consist of a core component on the major tenets of CL, such as prototypes, basic level concepts, metaphors, metonymies, image schemas and motion event structures through the investigation of several research studies on the nature of language and language development. Also, the course will provide opportunities to examine and discuss the empirical evidence on the applications of these CL principles to second/foreign language teaching and learning. Students will be given hands-on-training to conduct their own analyses at the end of each session and design teaching materials for their current or future classroom as a small-scale group project to be presented on the final day of the course. The language teaching areas that will be examined include, but are not limited to, English basic level words, propositions, lexical chunks (e.g., phrasal verbs and idioms), modal verbs, syntax for motion events, and tenses/aspects. Although the course focuses on the pedagogical application of CL, applications to cross-cultural learning and socio as well as political discourse analysis will also be briefly introduced.

Bemerkung
LingA2, FAL 7

Dozentin: Ying-hsueh Hu, Tamkang University, Taiwan

Registration – Stud.IP 01.09.2016-30.09.2016 / Size restriction – 25 / Further Information – ulrike.altendorf@engsem.uni-hannover.de

Sociolinguistic Typology

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

Di wöchentl. 14:00 - 16:00 | 18.10.2016 - 04.02.2017 | 1502 - 703
Sociolinguistic Typology

This course will present Peter Trudgill's recently developed theories of sociolinguistic typology and new dialect formation as well as a selection of socio-historical case studies to which they will be applied.


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 ('Glaswesian') accent.

N.B.: Please note that you need to bring a a laptop or comparable net-enabled device with headphones to work with in class.
Englisches Seminar

Lehrveranstaltungen einmalig fernbleiben. Sollte die Lehrenden dieser Veranstaltung eine Bescheinigung wünschen, wenden Sie sich bitte an mich, sobald Sie ein regulärer Seminarteilnehmer sind.

Foundations Language Practice (SP1/SP2)

**SP1**

**Vocabulary and Pronunciation (Group 1)**

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<th>Seminar, SWS: 2, Max. Teilnehmer: 20</th>
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<tr>
<td>Gans, Anne</td>
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<th>Mo wöchentl. 12:00 - 14:00 24.10.2016 - 04.02.2017 1502 - 615</th>
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<tbody>
<tr>
<td>Kommentar: What are <em>galosh es</em>, <em>chanterelles</em> and <em>zephyrs</em>? How are those words pronounced? Which verbs are useful for reporting academic research? Why do <em>pear</em> and <em>bear</em> rhyme, but not <em>dear</em>? What do <em>subconscious</em> and <em>submarine</em> have in common? What is the difference between <em>extent</em> and <em>extend</em>? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.</td>
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</tbody>
</table>

**Bemerkung**

SP1

Prerequisites – none


Size Restriction: 20

*Assessment Tasks* – SL: regular homework tasks, test

*Further Information* – anne.gans@engsem.

**Vocabulary and Pronunciation (Group 2)**

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<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 20</th>
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<td>Foster, Darren Paul</td>
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<tr>
<th>Di wöchentl. 12:00 - 14:00 25.10.2016 - 04.02.2017 1502 - 709</th>
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<tr>
<td>Kommentar: What are <em>galosh es</em>, <em>chanterelles</em> and <em>zephyrs</em>? How are those words pronounced? Which verbs are useful for reporting academic research? Why do <em>pear</em> and <em>bear</em> rhyme, but not <em>dear</em>? What do <em>subconscious</em> and <em>submarine</em> have in common? What is the difference between <em>extent</em> and <em>extend</em>? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.</td>
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**Bemerkung**

SP1

Prerequisites – none


Size Restriction: 20

*Assessment Tasks* – SL: regular homework tasks, test

*Further Information* – darren.foster@engsem.

**Vocabulary and Pronunciation (Group 3)**

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<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 20</th>
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<td>Foster, Darren Paul</td>
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<tr>
<th>Mi wöchentl. 08:00 - 10:00 26.10.2016 - 04.02.2017 1502 - 615</th>
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<tbody>
<tr>
<td>Kommentar: What are <em>galosh es</em>, <em>chanterelles</em> and <em>zephyrs</em>? How are those words pronounced? Which verbs are useful for reporting academic research? Why do <em>pear</em> and <em>bear</em> rhyme,</td>
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### Vocabulary and Pronunciation (Group 4)

**Seminar, SWS: 2, Max. Teilnehmer: 20**  
Foster, Darren Paul

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<th>Do wöchentl.</th>
<th>08:00 - 10:00 27.10.2016 - 04.02.2017 1502 - 703</th>
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*Comment*  
What are *galosh*es, *chanterelles* and *zephyrs*? How are those words pronounced? Which verbs are useful for reporting academic research? Why do *pear* and *bear* rhyme, but not *dear*? What do *subconscious* and *submarine* have in common? What is the difference between *extent* and *extend*? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

**Assessment Tasks** – SL: regular homework tasks, test

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

### Vocabulary and Pronunciation (Group 5)

**Seminar, SWS: 2, Max. Teilnehmer: 20**  
Foster, Darren Paul

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<th>Do wöchentl.</th>
<th>10:00 - 12:00 27.10.2016 - 04.02.2017 1502 - 703</th>
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*Comment*  
What are *galosh*es, *chanterelles* and *zephyrs*? How are those words pronounced? Which verbs are useful for reporting academic research? Why do *pear* and *bear* rhyme, but not *dear*? What do *subconscious* and *submarine* have in common? What is the difference between *extent* and *extend*? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

**Assessment Tasks** – SL: regular homework tasks, test

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

### Vocabulary and Pronunciation (Group 6)

**WiSe 2016/17**
Englisches Seminar

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne

Fr wöchentl. 10:00 - 12:00 28.10.2016 - 04.02.2017 1502 - 615

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

Bemerkung
SP1
Prerequisites – none
Size Restriction: 20

Assessment Tasks – SL: regular homework tasks, test
Further Information – anne.gans@engsem.

Vocabulary and Pronunciation (Group 7)

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne

Fr wöchentl. 12:00 - 14:00 28.10.2016 - 04.02.2017 1502 - 615

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

Bemerkung
SP1
Prerequisites – none
Size Restriction: 20

Assessment Tasks – SL: regular homework tasks, test
Further Information – anne.gans@engsem.

SP2
Grammar (Blockseminar)

Seminar, Max. Teilnehmer: 25
Foster, Darren Paul

Mo Einzel 10:00 - 15:00 10.10.2016 - 10.10.2016 1502 - 613
Di Einzel 10:00 - 15:00 11.10.2016 - 11.10.2016 1502 - 613
Mi Einzel 10:00 - 15:00 12.10.2016 - 12.10.2016 1502 - 613
Do Einzel 10:00 - 15:00 13.10.2016 - 13.10.2016 1502 - 613
Fr Einzel 10:00 - 11:30 14.10.2016 - 14.10.2016 1502 - 613

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

Bemerkung
SP2
Prerequisites – SP1
Registration – StudIP

WiSe 2016/17
Advanced Language Practice (SP3/SP4)

SP3
Composition (Group 1)

Seminar, SWS: 2
Foster, Darren Paul

Mo wöchentl. 08:00 - 10:00 17.10.2016 - 04.02.2017 1502 - 703
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  Prerequisites – SP1 + SP2 (Foundations Language Practice)
Assessment Tasks – SL: two written tasks
Size Restriction - 18
Further Information – darren.foster@engsem.

Composition (Group 2)

Seminar
Foster, Darren Paul

Mo wöchentl. 10:00 - 12:00 17.10.2016 - 04.02.2017 1502 - 709
Kommentar  This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

Bemerkung  Prerequisites – SP1 + SP2 (Foundations Language Practice)
Assessment Tasks – SL: two written tasks
Size Restriction - 18
Further Information – darren.foster@engsem.

Composition (Group 3)

Seminar
Foster, Darren Paul

Di wöchentl. 08:00 - 10:00 18.10.2016 - 04.02.2017 1502 - 709
Kommentar  This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

Bemerkung  Prerequisites – SP1 + SP2 (Foundations Language Practice)
Assessment Tasks – SL: two written tasks
Size Restriction - 18
Composition (Group 4)

Seminar
Schneller, Jill

Di wöchentl. 10:00 - 12:00 18.10.2016 - 04.02.2017 1502 - 709
Kommentar This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

Bemerkung
Prerequisites – SP1 + SP2 (Foundations Language Practice)
Assessment Tasks – SL: two written tasks
Size Restriction - 18
Further Information – jill.schneller@engsem.

Composition (Group 5)

Seminar
Schneller, Jill

Di wöchentl. 12:00 - 14:00 18.10.2016 - 04.02.2017 1502 - 613
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
Prerequisites – SP1 + SP2 (Foundations Language Practice)
Assessment Tasks – SL: two written tasks
Size Restriction - 18
Further Information – jill.schneller@engsem.

Composition (Group 6)

Seminar
Schneller, Jill

Mi wöchentl. 10:00 - 12:00 19.10.2016 - 04.02.2017 1502 - 709
Kommentar This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will also be discussed as necessary.

Bemerkung
Prerequisites – SP1 + SP2 (Foundations Language Practice)
Assessment Tasks – SL: two written tasks
Size Restriction - 18
Further Information – jill.schneller@engsem.

Composition (Group 7)

Seminar
Bennett, Peter
### Englisches Seminar

**Do wöchentl.** 10:00 - 12:00 20.10.2016 - 04.02.2017  1502 - 709

**Kommentar**

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

**Bemerkung**

*Prerequisites*  – SP1 + SP2 (Foundations Language Practice)


*Assessment Tasks*  – SL: two written tasks

*Size Restriction*  - 18

*Further Information*  – jill.schneller@engsem.

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### SP4

**SP4 Advanced Composition (Blockseminar)**

**Seminar, Max. Teilnehmer: 20**

**Schneller, Jill**

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**Kommentar**

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

**Bemerkung**

*SP4*  


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### SP4 Advanced Composition (Blockseminar)

**Seminar, Max. Teilnehmer: 20**

**Schneller, Jill**

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**Kommentar**

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

**Bemerkung**

*SP4*  


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

**DidF1**

**WiSe 2016/17**
Englisches Seminar

**Introduction to English Language Teaching**

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

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

An optional tutorial will be offered.

**Bemerkung**  

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

This book is recommended. Additional texts will be posted on StudIP.

---

**Introduction to English Language Teaching**

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

**Bemerkung zur Gruppe**  
Klausur: Di, 07.02. (14:00 - 18:00 Uhr, Geb. 1208, R. A001 [Kesselhaus])

**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**  

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

This book is recommended. Additional texts will be posted on StudIP.

---

**Introduction to English Language Teaching**

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

**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**  

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

This book is recommended. Additional texts will be posted on StudIP.
**Englisches Seminar**

**Ausfalltermin(e):** 17.01.2017

**Bemerkung zur Gruppe** Klausur: Di, 07.02. (14:00 - 18:00 Uhr, Geb. 1208, R. A001 [Kesselhaus])

**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**


**Literatur**

*Required Reading:*


This book is recommended. Additional texts will be posted on StudIP.

---

**Kolloquium zum Studienabschluss (FüBA & MEd.)**

**Kolloquium, SWS: 2, Max. Teilnehmer: 15**

**Blell, Gabriele| Fuchs, Stefanie**

**Di wöchentl. 16:00 - 18:00 18.10.2016 - 01.02.2017 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. Es werden empirische Forschungsmethoden aufgezeigt und diskutiert.

**Bemerkung**

DidF1, DidF2 / DidA1, DidA2 / DidPA / DidFP

*Registration* – StudIP 1.9.2016-30.9.2016 / *Size restriction* – 15 / *Prerequisites* – None / *Further Information* – gabriele.blell@engsem./ stefanie.fuchs@engsem.

**Literatur**

*Required Reading:*

See course page on StudIP.

---

**DidF2**

**Kolloquium zum Studienabschluss (FüBA & MEd.)**

**Kolloquium, SWS: 2, Max. Teilnehmer: 15**

**Blell, Gabriele| Fuchs, Stefanie**

**Di wöchentl. 16:00 - 18:00 18.10.2016 - 01.02.2017 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. Es werden empirische Forschungsmethoden aufgezeigt und diskutiert.

**Bemerkung**

DidF1, DidF2 / DidA1, DidA2 / DidPA / DidFP
Teaching Grammar and Vocabulary

Seminar, SWS: 2, Max. Teilnehmer: 15
Fuchs, Stefanie

Mi wöchentl. 10:00 - 12:00 19.10.2016 - 01.02.2017 1502 - 615
Kommentar
Grammatical competence and word knowledge lead to communicative competence. However, there are divergent opinions on how and when to teach grammar and vocabulary in the foreign language classroom. On the one hand, grammar is simply necessary in language learning and teaching. On the other hand, learners will acquire grammatical structures on their own and it is questionable which structures should be taught at all. In this seminar we will discuss the necessity of explicit grammar teaching as we take a look at the theoretical background, examine various methods, instructions and activities for teaching grammar and vocabulary in the classroom. We also develop our own teaching materials and learning tasks based on observations of EFL classrooms at school. Finally, we will discuss the material with English teachers and plan to test the materials in school.

Bemerkung
DidF2

Literatur
Required Reading:
See course page on StudIP.

Advanced Methodology (DidA/DidPA)

DidA
Heterogeneity and Inclusion in the EFL classroom

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

Do wöchentl. 10:00 - 12:00 20.10.2016 - 04.02.2017 1502 - 615
Kommentar
This seminar will provide students with the basic knowledge of heterogeneity and inclusion in education. With a special focus on TEFL, participants will gain some relevant theoretical background on the application of teaching and learning in heterogeneous and inclusive classrooms.

Participants will get to know some inclusive practices as well. Little field studies in inclusive schools are planned in order to enlarge and enrich the discussion.

Bemerkung
DidA

Literatur
Required Reading:
See course page on StudIP.

Kolloquium zum Studienabschluss (FüBA & MEd.)

Kolloquium, SWS: 2, Max. Teilnehmer: 15
Blell, Gabriele| Fuchs, Stefanie

Di wöchentl. 16:00 - 18:00 18.10.2016 - 01.02.2017 1502 - 709
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. Es werden empirische Forschungsmethoden aufgezeigt und diskutiert.

Bemerkung
DidF1, DidF2 / DidA1, DidA2 / DidPA / DidFP

Registration – StudIP 1.9.2016-30.9.2016 / Size restriction – 15 / Prerequisites – None / Further Information – gabriele.blell@engsem.~ / stefanie.fuchs@engsem.~

Literatur
Required Reading:
See course page on StudIP.

Language Testing and Assessment with a Focus on Speaking and Writing
Seminar, SWS: 2, Max. Teilnehmer: 30
Fallmann, Gabriela

Mi Einzel 16:00 - 18:00 19.10.2016 - 19.10.2016 1502 - 615
Mi Einzel 16:00 - 18:00 26.10.2016 - 26.10.2016 1502 - 615
Sa Einzel 10:00 - 15:00 19.11.2016 - 19.11.2016 1502 - 615
Sa Einzel 10:00 - 15:00 03.12.2016 - 03.12.2016 1502 - 615
Sa Einzel 10:00 - 15:00 14.01.2017 - 14.01.2017 1502 - 615
Mi Einzel 16:00 - 18:00 25.01.2017 - 25.01.2017 1502 - 615
Mi Einzel 16:00 - 18:00 01.02.2017 - 01.02.2017 1502 - 615

Kommentar
Tests and assessment are an integral part of foreign language learning and teaching. The seminar therefore provides an opportunity to explore a variety of key theoretical and practical issues involved in language testing and assessment. We will focus on test development, design and data analysis as well as their relation to test results and their effects on the learning process. The seminar will also offer a review of influential articles by authors such as e.g. Canale, Swain, Moss, Alderson and we will discuss their contribution to the field. Students should be enabled to identify and select test formats appropriate for different ages, competence levels, skills and purposes. We will also develop language tests for a class at my school focussing on competence-oriented testing (writing and speaking) according to the “Kerncurriculum”, and evaluate the pupils’ tests (written exams; transcripts of speaking exams). Alternatives to testing will be thoroughly discussed.

Bemerkung
DidA


Literatur
Required Reading:

Teaching English with Film
Seminar, SWS: 2, Max. Teilnehmer: 30
Blell, Gabriele

Di wöchentl. 12:00 - 14:00 18.10.2016 - 04.02.2017 1502 - 615

Kommentar
Film has left the movies and stepped into the streets. Everywhere we are offered opportunities to show and watch films: in parks, on trains, airplanes, the underground or walls. At the same time, film productions and their 'by-products' have flooded our public spaces with posters, advertising, merchandising products etc. Furthermore, films have been made into comics or even computer games. With reference to the development of competences in the field of film contextualization (Film kontextualisieren) in the EFL classroom (cf. Blell/Grünewald/Kepser & Surkamp, in print), the seminar will particularly
focus on the interrelation of film in/and public spaces (wide reading). On the basis of little field studies in public spaces, we will subsequently design and discuss task- and activity-oriented learning scenarios for the EFL classroom.

Bemerkung

DidA

Registration – StudIP 01.09.2016-30.09.2016 / Size restriction – 30 / Prerequisites – DidF / Further Information – gabriele.blell@engsem.uni-hannover.de

Literatur

Required Reading:

Please, see the course page on StudIP.

Teaching English with Media

Seminar, SWS: 2, Max. Teilnehmer: 30
Fuchs, Stefanie

Mo wöchentl. 16:00 - 18:00 17.10.2016 - 04.02.2017 1502 - 615

Kommentar

Media play a major role in the EFL classroom, as they not only improve learners’ motivation and autonomy, but also help them to acquire language skills and competence. This course will introduce and discuss different media and explore how these can be used effectively in the EFL classroom. Participants will be asked to work on projects in groups or individually. After exploring the theoretical aspects (e.g. the pros and cons about different media, the integration of online-media) as well as reflecting on own media use and competence, the aim is to create units / lesson plans / tasks / materials for the future target student population(s).

Bemerkung

DidA

Registration – StudIP 01.09.2016 - 30.09.2016 / Prerequisites – DidF / Further Information – stefanie.fuchs@engsem.uni-hannover.de

Literatur

Required Reading:

See course page on StudIP.

DidPA

Kolloquium zum Studienabschluss (FüBA & MEd.)

Kolloquium, SWS: 2, Max. Teilnehmer: 15
Blell, Gabriele | Fuchs, Stefanie

Di wöchentl. 16:00 - 18:00 18.10.2016 - 01.02.2017 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. Es werden empirische Forschungsmethoden aufgezeigt und diskutiert.

Bemerkung

DidF1, DidF2 / DidA1, DidA2 / DidPA / DidFP

Registration – StudIP 1.9.2016-30.9.2016 / Size restriction – 15 / Prerequisites – None / Further Information – gabriele.blell@engsem.~ / stefanie.fuchs@engsem.~

Literatur

Required Reading:

See course page on StudIP.

Planung und Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 25
Blell, Gabriele

Do wöchentl. 08:00 - 10:00 20.10.2016 - 04.02.2017 1502 - 615

Kommentar

Dieses Seminar ist obligatorisch für alle

WiSe 2016/17
Englisches Seminar


Bemerkung

DidPA


Literatur

Required Reading:


Der Kauf dieses Grundlagenwerks wird empfohlen.

Planung und Analyse von Englischunterricht

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

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Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden.


Bemerkung

DidPA


Literatur

Required Reading:


Der Kauf dieses Grundlagenwerks wird empfohlen.

Planung und Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 25
Woltin, Alexander

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Kommentar

Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden.

Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Das Seminar wird als Blockseminar durchgeführt.

Bemerkung

Registration – StudIP 1.9.2016-30.9.2016 / Size restriction – 40 / Prerequisites – DidF / Further Information – alexander.woltin@engsem.uni-hannover.de

Literatur

Required Reading:


Der Kauf dieses Grundlagenwerks wird empfohlen.

Teaching English with Film

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

Kommentar

Film has left the movies and stepped into the streets. Everywhere we are offered opportunities to show and watch films: in parks, on trains, airplanes, the underground or walls. At the same time, film productions and their by-products have flooded our public spaces with posters, advertising, merchandising products etc. Furthermore, films have been made into comics or even computer games. With reference to the development of competences in the field of film contextualization (Film kontextualisieren) in the EFL classroom (cf. Blell/Grünewald/Kepser & Surkamp, in print), the seminar will particularly focus on the interrelation of film in/and public spaces (wide reading). On the basis of little field studies in public spaces, we will subsequently design and discuss task- and activity-oriented learning scenarios for the EFL classroom.

Bemerkung

Registration – StudIP 01.09.2016-30.09.2016 / Size restriction – 30 / Prerequisites – DidF / Further Information – gabriele.blell@engsem.uni-hannover.de

Literatur

Required Reading:

Please, see the course page on StudIP.

Masterstudiengang Advanced Anglophone Studies

Literarisches Kolloquium vom bzw. zum Literarischen Salon / NACH DRUCK – VOR DRUCK – UNTER DRUCK.

Seminar, SWS: 2
Meyer-Kovac, Jens | Milsch, Charlotte

Kommentar


Bemerkung

Teilnehmerzahl: 30.

Literatur

Druckfahnen nicht veröffentlichter Titel werden im Kolloquium ausgehändigt.
### Praxisseminar KULTURVERANSTALTUNGEN

**Seminar, SWS: 2**
Meyer-Kovac, Jens | Milsch, Charlotte

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<td>Literatur</td>
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<td>Bemmé, Sven-Oliver: Kultur-Projektmanagement: Kultur- und Organisationsprojekte erfolgreich managen. Wiesbaden, 2011</td>
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### Theory and Method (AAS1)

#### Survey of Literary Theories

**Seminar, SWS: 2, Max. Teilnehmer: 35**
Grünkemeier, Ellen

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<th>1502 - 613</th>
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<td>Kommentar</td>
<td>This seminar will introduce students to 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, New Historicism and Cultural Materialism, Post-Structuralism and Deconstruction, Feminism and Gender Studies and Postcolonial Theory. Charlotte Brontë’s novel <em>Jane Eyre</em> (1847) will serve as the central literary text to which we will apply the theories. In preparation for class students will be required to familiarise themselves with the key ideas of the respective approaches and read selected theoretical texts by some of their main representatives. In class, we will then discuss and systematise these ideas and apply them to <em>Jane Eyre</em> in order to demonstrate the practical value of the theories and to practise their terminologies.</td>
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<td></td>
<td>A reader with the theoretical texts covered in the seminar will be available from Copyshop Storck (Körnerstraße 3) from October 11, 2016</td>
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</table>
Literatur

Students are strongly advised to read Jane Eyre prior to the first class meeting. Please buy the Norton Critical Edition of Jane Eyre (ed. by Richard Dunn) as well as Peter Barry's introductory textbook.

A reader with the theoretical texts covered in the seminar will be made available.

Required Reading:


Epochs and Phenomena in Anglophone Literatures and Cultures (AAS2)
Classical Hollywood Film

Seminar, SWS: 2, Max. Teilnehmer: 40
Brasch, Ilka

Mi wöchentl. 12:00 - 14:00 19.10.2016 - 04.02.2017 1502 - 609

Kommentar

In this course we will be concerned with what has been termed ‘Classical Hollywood,’ that is, the time between the 1920s and the 1950s in American film. These are the decades of studio-era film, in which large studios dominate film production and produce features that become part of what today we recognize as typical Hollywood conventions with a distinctive language of cinematic storytelling. However, this era is also marked by technological and stylistic transitions, such as the introduction of film sound or the use of color. We will view a selection of films from the time, including for instance Stella Dallas (King Vidor, 1937) and Rebel Without a Cause (Nicholas Ray, 1955). We will study these films both in their respective historical contexts and within a broader theoretical and conceptual framework of film studies – for instance with relation to Hollywood’s particularly ‘melodramatic mode’ of storytelling.

Bemerkung

AmerA, AAS2, AAS4


Laurence Sterne: The Life and Opinions of Tristram Shandy, Gentleman

Seminar, SWS: 2, Max. Teilnehmer: 40
Bennett, Peter

Do wöchentl. 14:00 - 16:00 20.10.2016 - 04.02.2017 1502 - 703

Kommentar

Published between 1759 and 1767, Tristram Shandy is one of the most extraordinary novels in the English language. Humourously and humanity satirical, but not bitterly so, its influences include the work of Cervantes, Rabelais, Montaigne, and Swift. It is often considered to be a forerunner of certain innovative novels of the 20th century. Produced in a period when the “classical” novel was taking shape, it does not offer the narrative continuities of that emerging genre. Nor, therefore, does it attempt to seduce the reader into the fictional world of the story. On the contrary, the text of Tristram Shandy continually and playfully emphasizes the performative nature of narration and the physical reality of printing ink on paper. The basic storyline is overwhelmed by the digressions and, when retrieved, proves paltry and aimless. As it was doubtless meant to be. The whole work is what is known in English as a shaggy-dog story or, as the closing line suggests, a cock-and-bull story. Which is not to say that it must therefore be frivolous. We may well discover a particular anti-dogmatic sanity behind the apparent craziness when we explore not only the intrinsic workings of the book but also extrinsic matters...
such as historical contexts, cultural influences and aspects of Sterne’s personal life. But, like *Tristram Shandy* itself, the seminar will not attempt to impose conclusions or achieve closure.

**Bemerkung**

BritA / AAS2

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students) ● Size restriction – 40 ● Further information – peter.bennett@engsem.

**Literatur**

You should get hold of the Penguin Classics text which was first published in 1997 and reissued in 2003, edited by Melvin and Joan New and based on the so-called Florida Edition. Do not confuse this with earlier Penguin editions.

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**Mass Culture and Modernity**

Seminar, SWS: 2, Max. Teilnehmer: 30
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 17.10.2016 - 04.02.2017 1502 - 609

Kommentar

In this course we will be concerned with the emergence of mass culture as an American phenomenon with global reach. We will be discussing theories of mass culture in their formation throughout the 19th and 20th centuries, and review them against the practices of mass cultural institutions (the minstrel stage, vaudeville, amusement parks, cinemas, music halls) and mass cultural expression (comics, films, pulp novels). A strong focus will be on the period between 1880 and 1930, as the foundational period of a commercialized and mass-produced American entertainment culture. Please register on StudIP between Sept. 1-30.

**Bemerkung**

AmerA, AAS2, AAS3, AAS4


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**Reading Early Modern British Classics**

Seminar, SWS: 2, Max. Teilnehmer: 40
Gohrisch, Jana

Mi wöchentl. 10:00 - 12:00 19.10.2016 - 04.02.2017 1502 - 703

Kommentar

In this course, we shall explore the social and political, cultural and literary developments from the end of the Wars of the Roses in 1485 to the Glorious Revolution in 1688/89, dealing with the Tudor and Stuart monarchy, the reformation and Puritanism, and the rise of the middle classes.

In addition to watching and discussing parts of Simon Schama’s BBC *History of Britain* series, we will read Thomas More’s famous prose text *Utopia* (1516) and sonnets as well as other poems by Wyatt, Sidney, Spenser, Shakespeare and John Donne. The most prominent reading will be Shakespeare’s tragedy *Othello* (performed c. 1604), which will be of interest to us, under the theoretical paradigm of New Historicism, for its treatment of gender, class and race. Throughout the course, we shall use the analytical categories acquired in the ‘Introduction to Literary Studies’.

**Bemerkung**

BritA / AAS2 / Interdisziplinär: Gender Studies, Transformation Studies / Atlantic Studies: WP Ungleichheit, Herrschaft und Differenz

Registration – StudIP 01.09.2016 - 30.09.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – completed Foundations Literature and Culture Module (for FüBA students) ● Size restriction – 40 ● Further information – jana.gohrisch@engsem.

**Literatur**

Required Reading:


Please read the play during the term break, i.e. before the course starts.

Although the Norton Anthology contains all the texts (except Othello), More’s Utopia and the poems as well as additional material on Shakespeare’s play will be provided in a reader available from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

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

**Contemporary Asian British Cultures**

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<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 40</th>
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<td>Gohrisch, Jana</td>
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**Di wöchentl. 14:00 - 16:00**

18.10.2016 - 04.02.2017 1502 - 609

**Kommentar**

In this course students will practice their skills in literary analysis (acquired in the “Introduction to Literary Studies”) as well as in film analysis on a variety of texts and films by British Asians from the 1990s up to today.

Starting with a brief introduction into questions of terminology and the history of migration from Asia to Britain, we shall explore diasporic writing and its metropolitan reception, employing postcolonial concepts such as orientalism, othering and cultural hybridity.

The viewing and reading programme for this course will comprise the following works: sketches from the comedy series Goodness Gracious Me (1998), Hanif Kureishi’s The Buddha of Suburbia (1990), Salman Rushdie’s short story “Chekov and Zulu” (1994) and the feature film East is East (1999). While this film presents a story of growing up male and Muslim in northern Britain, Monica Ali’s much acclaimed realist novel Brick Lane (2003) chronicles immigrant life in London from a female perspective. The course will conclude with a selection of poetry from Daljit Nagra’s prize-winning collection Look We Have Coming to Dover (2007).

**Bemerkung**

BritA / AAS3, AAS5 / Interdisziplinär: Gender Studies, Transformation Studies / Atlantic Studies: Modul WP Globalisierung und transkulturelle Räume

**Registration** – StudIP 01.09.2016 - 30.09.2016 ● **Assessment Tasks** – will be specified in class ● **Prerequisites** – completed Foundations Literature and Culture Module (for FüBA students) ● **Size restriction** – 40 ● **Further information** – jana.gohrisch@engsem.

**Literatur**

**Required Reading:**


*Please buy the novels and read at least one of them before the course begins.*

A reader with Rushdie’s short story, Nagra’s poems and additional material will be available either on StudIP or from Copyshop Stork (Körnerstraße 3) from October 17, 2016.

### Mass Culture and Modernity

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<tr>
<th>Seminar, SWS: 2, Max. Teilnehmer: 30</th>
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<td>Mayer, Ruth</td>
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**Mo wöchentl. 10:00 - 12:00**

17.10.2016 - 04.02.2017 1502 - 609

**Kommentar**

In this course we will be concerned with the emergence of mass culture as an American phenomenon with global reach. We will be discussing theories of mass culture in their formation throughout the 19th and 20th centuries, and review them against the practices of mass cultural institutions (the minstrel stage, vaudeville, amusement parks, cinemas, music halls) and mass cultural expression (comics, films, pulp novels). A strong focus will be on the period between 1880 and 1930, as the foundational period of a commercialized and mass-produced American entertainment culture. Please register on StudIP between Sept. 1-30.

**Bemerkung**

AmerA, AAS2, AAS3, AAS4
The Global Queer

Seminar, SWS: 2, Max. Teilnehmer: 30
Oldehus, Anna-Lena

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<td>20.01.2017 - 01.02.2017</td>
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<tr>
<td>Sa</td>
<td>Einzel</td>
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<td>Block</td>
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<td>1502 - 609</td>
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Kommentar
In this class we will look at historical and contemporary conceptions of queerness and other non-normative forms of gender and sexuality. Thereby, we will approach these concepts from a postcolonial perspective in order to highlight dynamics, challenges, and contradictions within the emancipation process.

As a basis we will look at theoretical texts and concepts concerning sexuality to then examine contemporary debates about phenomena such as “white gayness”, marriage rights, and coming-outs.

Bemerkung
AmerA, AAS3, AAS5

This class can be accredited for the Studienschwerpunkt Gender Studies.

The New Nigerian Novel

Seminar, SWS: 2, Max. Teilnehmer: 30
Pardey, Hannah

<table>
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<td>20.10.2016 - 04.02.2017</td>
<td>1502 - 609</td>
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Kommentar
Critics who explore the literary output of contemporary Nigerian authors, from Chimamanda Ngozi Adichie and Helon Habila to Sefi Atta and Chris Abani, do so under the catchphrase ‘Third Generation Nigerian Literature’. First coined by Pius Adesanmi and Chris Dunton, the term refers to a growing body of literary texts that differ markedly from those by preceding generations of Nigerian writers. In their introduction to a special issue of English in Africa (2005), they define the third generation as occupied with “nomadism, exile, displacement, and deracination” (16) as opposed to the anticolonial ‘writing back’ strategies that characterized earlier literary projects.

Seeking to familiarize students with the key concepts of and recent debates within Postcolonial Studies, we shall read Chinua Achebe’s internationally acclaimed classic No Longer at Ease (1960) before investigating how two third-generation authors redefine the thematic and aesthetic concerns of a Nigerian writing tradition. Achebe’s novel is set on the heels of Nigeria’s independence and deals with the havoc colonial rule wreaked on Igbo society and culture. Both Adichie’s Half of a Yellow Sun (2006) and Helon Habila’s Measuring Time (2007) allude to Achebe to inquire into the implications of negotiating Nigeria’s violent history for a Euro-American audience. On the fictional level, the novels suggest a new kind of historiographic writing that centres on the everyday lives of ordinary people.

Bemerkung
BritA / AAS3, AAS5 / Atlantic Studies: WP Globalisierung und transkulturelle Räume

Literatur
Required Reading:
Please buy Chinua Achebe’s No Longer at Ease (1960), Chimamanda Ngozi Adichie’s Half of a Yellow Sun (2006) and Helon Habila’s Measuring Time (2007) and read at least Achebe prior to class.
Media, Cultural Communication and Popular Culture (AAS4)
Classical Hollywood Film

Seminar, SWS: 2, Max. Teilnehmer: 40
Brasch, Ilka

Mi wöchentl. 12:00 - 14:00 19.10.2016 - 04.02.2017 1502 - 609

Kommentar
In this course we will be concerned with what has been termed ‘Classical Hollywood,’ that is, the time between the 1920s and the 1950s in American film. These are the decades of studio-era film, in which large studios dominate film production and produce features that become part of what today we recognize as typical Hollywood conventions with a distinctive language of cinematic storytelling. However, this era is also marked by technological and stylistic transitions, such as the introduction of film sound or the use of color. We will view a selection of films from the time, including for instance Stella Dallas (King Vidor, 1937) and Rebel Without a Cause (Nicholas Ray, 1955). We will study these films both in their respective historical contexts and within a broader theoretical and conceptual framework of film studies – for instance with relation to Hollywood’s particularly ‘melodramatic mode’ of storytelling

Bemerkung
AmerA, AAS2, AAS4


Mass Culture and Modernity

Seminar, SWS: 2, Max. Teilnehmer: 30
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 17.10.2016 - 04.02.2017 1502 - 609

Kommentar
In this course we will be concerned with the emergence of mass culture as an American phenomenon with global reach. We will be discussing theories of mass culture in their formation throughout the 19th and 20th centuries, and review them against the practices of mass cultural institutions (the minstrel stage, vaudeville, amusement parks, cinemas, music halls) and mass cultural expression (comics, films, pulp novels). A strong focus will be on the period between 1880 and 1930, as the foundational period of a commercialized and mass-produced American entertainment culture. Please register on StudIP between Sept. 1-30.

Bemerkung
AmerA, AAS2, AAS3, AAS4


New English Literatures and Cultures (AAS5)
Contemporary Asian British Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40
Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 18.10.2016 - 04.02.2017 1502 - 609

Kommentar
In this course students will practice their skills in literary analysis (acquired in the “Introduction to Literary Studies”) as well as in film analysis on a variety of texts and films by British Asians from the 1990s up to today. Starting with a brief introduction into questions of terminology and the history of migration from Asia to Britain, we shall explore diasporic writing and its metropolitan reception,
employing postcolonial concepts such as orientalism, othering and cultural hybridity. The viewing and reading programme for this course will comprise the following works: sketches from the comedy series *Goodness Gracious Me* (1998), Hanif Kureishi’s *The Buddha of Suburbia* (1990), Salman Rushdie’s short story “Chekov and Zulu” (1994) and the feature film *East is East* (1999). While this film presents a story of growing up male and Muslim in northern Britain, Monica Ali’s much acclaimed realist novel *Brick Lane* (2003) chronicles immigrant life in London from a female perspective. The course will conclude with a selection of poetry from Daljit Nagra’s prize-winning collection *Look We Have Coming to Dover* (2007).

**Required Reading:**


*Please buy the novels and read at least one of them before the course begins.*

A reader with Rushdie’s short story, Nagra’s poems and additional material will be available either on StudIP or from Copyshop Stork (Körnerstraße 3) from October 17, 2016.
“nomadism, exile, displacement, and deracination” (16) as opposed to the anticolonial ‘writing back’ strategies that characterized earlier literary projects.

Seeking to familiarize students with the key concepts of and recent debates within Postcolonial Studies, we shall read Chinua Achebe’s internationally acclaimed classic No Longer at Ease (1960) before investigating how two third-generation authors redefine the thematic and aesthetic concerns of a Nigerian writing tradition. Achebe’s novel is set on the heels of Nigeria’s independence and deals with the havoc colonial rule wreaked on Igbo society and culture. Both Adichie’s Half of a Yellow Sun (2006) and Helon Habila’s Measuring Time (2007) allude to Achebe to inquire into the implications of negotiating Nigeria’s violent history for a Euro-American audience. On the fictional level, the novels suggest a new kind of historiographic writing that centres on the everyday lives of ordinary people.

Bemerkung
BritA / AAS3, AAS5 / Atlantic Studies: WP Globalisierung und transkulturelle Räume

Registration – StudIP 1.9.2016 - 30.9.2016 ● Assessment Tasks – will be specified in class ● Prerequisites – AmerBritF1 ● Size restriction – 30 ● Further information – hannah.pardey@engsem.~

Literatur
Required Reading:
Please buy Chinua Achebe’s No Longer at Ease (1960), Chimamanda Ngozi Adichie’s Half of a Yellow Sun (2006) and Helon Habila’s Measuring Time (2007) and read at least Achebe prior to class.

All other texts covered in the seminar will be available in a reader (Copyshop Stork, Körnerstraße 3) or on StudIP.

Independent Studies (AAS6)

Independent Studies
Seminar, SWS: 2
Soller, Bettina

Do wöchentl. 16:00 - 18:00 20.10.2016 - 04.02.2017 1502 - 609
Kommentar
In this seminar, we will work as a group to plan and organize a symposium related to the seminar “Literature in the Digital Era” that will take place at the end of the semester. Participants will acquire skills to organize and conduct an academic event.

It is recommended to attend the seminar “Literature in the Digital Era” in addition to this seminar.

Bemerkung
AAS6

MA-Thesis
Colloquium: Preparing a Thesis in Literary and Cultural Studies (BA/MA)

Kolloquium, SWS: 2
Mayer, Ruth | Oldehus, Anna-Lena

Mo wöchentl. 16:00 - 18:00 17.10.2016 - 04.02.2017 1502 - 613
Kommentar
In this class we will discuss current theses and projects in American Studies (bachelor or master programs).

Bemerkung

Doktorandenkolloquium

Kolloquium, SWS: 2
Rohloff, Heide

WiSe 2016/17 165
Englisches Seminar

Fr dreiwöch. 15:30 - 17:30

Bemerkung zur Gruppe
Beginn nach Absprache

Kommentar
Das Kolloquium soll den Doktorandinnen und Doktoranden die Gelegenheit bieten, über den Stand ihres Forschungsprojekts zu berichten, etwaige Anpassungen ihres Konzepts vorzustellen und inhaltliche und methodologische Probleme zur Sprache zu bringen.

Bemerkung
Diese Veranstaltung findet im Dienstzimmer (1502.737) statt!

Kolloquium zum Studienabschluss in der Literatur- und Kulturwissenschaft

Seminar, SWS: 1, Max. Teilnehmer: 20
Gohrisch, Jana

Di 14-tägig 18:00 - 20:00 18.10.2016 - 04.02.2017 1502 - 703

Kommentar
Das auf die gesamte Vorlesungszeit angelegte und 14-tägig stattfindende Examenskolloquium richtet sich an alle Studierenden, die kurz vor ihrem Studienabschluss im Bachelor oder Master stehen. Besonders ausführlich besprechen wir die Anfertigung der Abschlussarbeit (Themenfindung, Recherche, Arbeits- und Schreibtechniken) und üben, eine Forschungsfrage zu entwickeln bzw. eine zentrale These zu formulieren. Bei Bedarf wiederholen wir die literaturwissenschaftlichen Analysekategorien sowie theoretische Konzepte und Denkansätze.

Bemerkung
Studierende sind ausdrücklich dazu aufgefordert, ihre Projekte vorzustellen und zu diskutieren.

Literatur
Required Reading:

Professional Skills (AAS8)
Praxisseminar KULTURVERANSTALTUNGEN

Seminar, SWS: 2
Meyer-Kovac, Jens | Milsch, Charlotte

Mi wöchentl. 14:00 - 16:00 19.10.2016 - 01.02.2017 1502 - 703

Kommentar

Englisches Seminar

Salon-Veranstaltung, welche die Seminarteilnehmer unter Anleitung selbstständig planen und durchführen.

Teilnehmerzahl: 30.

Bemerkung

Literatur

Generell: aktuelle Belletristik und Sachliteratur sowie Feuilletons, Kulturzeitschriften und -sendungen (Radio, TV), Verlagsprogramme

Bemmé, Sven-Oliver: Kultur-Projektmanagement: Kultur- und Organisationsprojekte erfolgreich managen. Wiesbaden, 2011


Electives (AAS9)

Research and Internship (AAS10)

Masterstudiengang Deutsche und Englische Linguistik / German and English Linguistics (ehemals Funktionale und Angewandte Linguistik / Functional and Applied Linguistics)

Das Angebot für den Masterstudiengang Funktionale und Angewandte Linguistik finden Sie im Vorlesungsverzeichnis unter "Interdiziplinäre Masterstudiengänge" (für den entsprechenden Link drücken Sie bitte auf das Informationssymbol).

**Linguistic Theories of Humor**

Seminar, SWS: 2, Max. Teilnehmer: 25

Schulze, Rainer

Di 10:00 - 12:00 18.10.2016 - 04.02.2017 1502 - 703

Kommentar

How are humorous meanings generated and interpreted? Understanding a joke involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke (a matter of pragmatics). This seminar will introduce and (sometimes) critique a wide range of semantic and pragmatic theories in relation to humour, such as Arthur Koestler's bisociation theory of humour, Victor Raskin's script-based theory of jokes, the General Theory of Verbal Humor by Victor Raskin and Salvatore Attardo and the attempt of testing this approach by Willibald Ruch, Salvatore Attardo's Linear Theory of Humor, the analysis of puns by Salvatore Attardo, the relationship between humour and pragmatic maxims as explored by Herbert P. Grice, Dan Sperber and Deirdre Wilson, etc. Each theory will be complemented by discussion topics, countless jokes as linguistic examples and suggestions for further reading and will thus encourage a critical approach to semantic and pragmatic issues. Beware, attending this seminar is no laughing matter…

Bemerkung

LingA1, FAL 2


Size restriction – 25

Prerequisites – LingF1-LingF4 (FüBA)

Further information – rainer.schulze@engsem.uni-hannover.de

Literatur

A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL

**Phraseology and Culture**

Seminar, SWS: 2, Max. Teilnehmer: 25
The proposition that there is a correlation between language and culture or culture-specific ways of thinking can be traced back to the views of Herder and von Humboldt in the late 18th and early 19th centuries. It was most explicitly formulated, however, by the German-American linguist and anthropologist Edward Sapir in various publications from 1929 onward (re-published posthumously in 1949 under the title Selected Writings of Edward Sapir in Language, Culture and Personality), and in the writings of his pupil Benjamin Lee Whorf (republished posthumously in 1956 as Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf). The Sapir-Whorf hypothesis, as it came to be called, expresses the notion that different languages lead their speakers to different conceptualizations of the same extralinguistic reality, which seems to be most evident in the way that reality is segmented by the lexicon.

Even though few linguists would fully agree with a strict reading of the Sapir-Whorf hypothesis today, it is generally accepted that a language, especially its lexicon, influences its speakers’ cultural patterns of thought and perception in various ways, for example through a culture-specific segmentation of the extralinguistic reality, the frequency of occurrence of particular lexical items, or the existence of keywords or key word combinations revealing core cultural values. Nevertheless, the exact workings of the link between language and culture are still poorly understood. The few specific theoretical frameworks that do exist are often felt to be inadequate, and the research methodology is only insufficiently developed.

The aim of this advanced seminar, then, will be to explore the cultural dimension of a wide range of pre-constructed or semi-pre-constructed word combinations in English. These will include highly opaque multiword units of the kick-the-bucket type, collocations, irreversible binominals, phrasal verbs, compounds, metaphorical expressions, similes, proverbs, familiar quotations, catchphrases, clichés, slogans, expletives, and discourse markers such as politeness formulae (all of which have been subsumed under phraseology, or under idiom in the Anglo-American linguistic tradition), types of word combinations (e.g. proverbs and similes), use-related varieties (such as the language of tourism or answering-machine messages), and user-related varieties (such as Aboriginal English or African English).

Bemerkung
LingA1, FAL 2
Size restriction – 25
Prerequisites – LingF1-LingF4 (FüBA)
Further information – rainer.schulze@engsem.uni-hannover.de

Literatur
A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

M 1: Grammatikalische Beschreibung/ Grammatical Description

M 2: Linguistische Theorien / Linguistic Theories
Face and Rapport Management

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Mo wöchentl. 16:00 - 18:00 17.10.2016 - 04.02.2017 1502 - 703
Kommentar
We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans ‘encode’ states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-
speaking environments. This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest.

The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources. We will take a pragmatic approach that is based on the controversial notion that politeness is equivalent to communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms ‘polite’ or ‘impolite’ to linguistic phenomena. We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony (‘mock politeness’) and banter (‘mock impoliteness’).

Bemerkung

LingA1, FAL 2


Size restriction – 25

Prerequisites – LingF1-LingF4 (FüBA)

Further information – rainer.schulze@engsem.uni-hannover.de

The following textbook will be used in class and is recommended for purchase:


Please make sure that you order your copy of the book asap.

Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

Literatur

The following textbook will be used in class and is recommended for purchase:


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Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

Linguistic Theories of Humor

Seminar, SWS: 2, Max. Teilnehmer: 25
Schulze, Rainer

Di wöchentl. 10:00 - 12:00 18.10.2016 - 04.02.2017 1502 - 703

Kommentar

How are humorous meanings generated and interpreted? Understanding a joke involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke (a matter of pragmatics). This seminar will introduce and (sometimes) critique a wide range of semantic and pragmatic theories in relation to humour, such as Arthur Koestler’s bisociation theory of humour, Victor Raskin’s script-based theory of jokes, the General Theory of Verbal Humor by Victor Raskin and Salvatore Attardo and the attempt of testing this approach by Willibald Ruch, Salvatore Attardo’s Linear Theory of Humor, the analysis of puns by Salvatore Attardo, the relationship between humour and pragmatic maxims as explored by Herbert P. Grice, Dan Sperber and Deirdre Wilson, etc. Each theory will be complemented by discussion topics, countless jokes as linguistic examples and suggestions for further reading and will thus encourage a critical approach to semantic and pragmatic issues. Beware, attending this seminar is no laughing matter…

Bemerkung

LingA1, FAL 2


Size restriction – 25

Prerequisites – LingF1-LingF4 (FüBA)

Further information – rainer.schulze@engsem.uni-hannover.de

A reader will be available from Copyshop Stork (Körnerstraße 3) from October 4th, 2016. Please check Stud.IP for updates and additional information as the semester approaches. Further secondary literature will be made available on my reserve shelf in the FBL.

Literatur

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Phraseology and Culture
The proposition that there is a correlation between language and culture or culture-specific ways of thinking can be traced back to the views of Herder and von Humboldt in the late 18th and early 19th centuries. It was most explicitly formulated, however, by the German-American linguist and anthropologist Edward Sapir in various publications from 1929 onward (re-published posthumously in 1949 under the title *Selected Writings of Edward Sapir in Language, Culture and Personality*), and in the writings of his pupil Benjamin Lee Whorf (republished posthumously in 1956 as *Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf*). The Sapir-Whorf hypothesis, as it came to be called, expresses the notion that different languages lead their speakers to different conceptualizations of the same extralinguistic reality, which seems to be most evident in the way that reality is segmented by the lexicon.

Even though few linguists would fully agree with a strict reading of the Sapir-Whorf hypothesis today, it is generally accepted that a language, especially its lexicon, influences its speakers' cultural patterns of thought and perception in various ways, for example through a culture-specific segmentation of the extralinguistic reality, the frequency of occurrence of particular lexical items, or the existence of keywords or key word combinations revealing core cultural values. Nevertheless, the exact workings of the link between language and culture are still poorly understood. The few specific theoretical frameworks that do exist are often felt to be inadequate, and the research methodology is only insufficiently developed.

The aim of this advanced seminar, then, will be to explore the cultural dimension of a wide range of pre-constructed or semi-pre-constructed word combinations in English. These will include highly opaque multiword units of the *kick-the-bucket* type, collocations, irreversible binominals, phrasal verbs, compounds, metaphorical expressions, similes, proverbs, familiar quotations, catchphrases, clichés, slogans, expletives, and discourse markers such as politeness formulae (all of which have been subsumed under *phraseology*, or under *idiom* in the Anglo-American linguistic tradition), types of word combinations (e.g. proverbs and similes), use-related varieties (such as the language of tourism or answering-machine messages), and user-related varieties (such as Aboriginal English or African English).

**Bemerkung**

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**M 3: Forschungsmethoden der Linguistik / Research Methods in Linguistics**

**M 4: Professionalisierungsmodul**

**M 5: Sprachvariation und Sprachwandel / Language Variation and Language Change**

**Sociolinguistic Typology**

Seminar, SWS: 2, Max. Teilnehmer: 25

Altendorf, Ulrike

Di wöchentlich 14:00 - 16:00 18.10.2016 - 04.02.2017 1502 - 703

*Sociolinguistic Typology*
This course will present Peter Trudgill's recently developed theories of sociolinguistic typology and new dialect formation as well as a selection of socio-historical case studies to which they will be applied.


**Bemerkung**

LingA2, FAL 4

ulrike.altendorf@engsem.~

**Sounds & Society (Blockseminar Jane Stuart Smith)**

Seminar, Max. Teilnehmer: 25
Altendorf, Ulrike

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**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.

N.B.: Please note that you need to bring a a laptop or comparable net-enabled device with headphones to work with in class.

**Bemerkung**

LingA2, FAL4

Dozentin: Jane Stuart-Smith, University of Glasgow

ulrike.altendorf@engsem.~

Um an diesem Kurs teilnehmen zu können, müssen Sie eventuell am Freitag, dem 02.12.16, und am Montag, dem 05.12.16, von Ihnen belegten anderen Lehrveranstaltungen einmalig fernbleiben. Sollte die Lehrenden dieser Veranstaltung
eine Bescheinigung wünschen, wenden Sie sich bitte an mich, sobald Sie ein regulärer Seminarteilnehmer sind.

M 6: Konstrastive Linguistik und Sprachvergleich / Language in Use and Interaction

M 7: Sprache in Gebrauch und Interaktion / Language in Use and Interaction

M 8: Angewandte Linguistik / Applied Linguistics
Applied Cognitive Linguistics (Blockseminar Ying-Hsueh Hu): Applications and Implications of CL in SLA, Cross-cultural and Social Studies

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

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Kommentar

This is a course to raise the awareness of a discipline that has come to be known as “Cognitive Linguistics” (CL) and in what way this discipline has influenced investigations into semantics, syntax and vocabulary. Thanks to this perspective, the whole issue of language acquisition has been brought into a new light. Therefore, the aim of the course is to explore research in CL and first/second language learning and how this knowledge may be applied to language teaching.

The course will consist of a core component on the major tenets of CL, such as prototypes, basic level concepts, metaphors, metonymies, image schemas and motion event structures through the investigation of several research studies on the nature of language and language development. Also, the course will provide opportunities to examine and discuss the empirical evidence on the applications of these CL principles to second/foreign language teaching and learning. Students will be given hands-on-training to conduct their own analyses at the end of each session and design teaching materials for their current or future classroom as a small-scale group project to be presented on the final day of the course. The language teaching areas that will be examined include, but are not limited to, English basic level words, propositions, lexical chunks (e.g., phrasal verbs and idioms), modal verbs, syntax for motion events, and tenses/aspects. Although the course focuses on the pedagogical application of CL, applications to cross-cultural learning and socio as well as political discourse analysis will also be briefly introduced.

Bemerkung

LingA2, FAL 7
Dozentin: Ying-hsueh Hu, Tamkang University, Taiwan

M 9: Spezialisierung / Specialization

Masterarbeit / M. A. Thesis
Die Abschlussarbeit in der Linguistik

Kolloquium, SWS: 1
Schulze, Rainer

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WiSe 2016/17
Once the research is over, the question of how to write each chapter of a thesis or dissertation remains. This seminar will introduce first-time thesis-writers to the process of writing up (non-) empirical research. To help students understand what content and structure are appropriate for the different parts of a thesis, we will present a range of options, illustrating them with analyses of and commentary on sections from our own research or from real Bachelor or Masters Theses in English linguistics. We will especially focus on the major problems encountered by Germans writing in English. These problems will include overall text organisation, academic text conventions (style sheet!), sentence construction, idiomatic phrasing, argumentation and style, and, not to forget: proper oral presentation. We will also address major prerequisites for doing research, i.e. choosing an area, getting organised, using resources, doing theory-only projects, setting up data-based research, avoiding plagiarism, etc.

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


Further Information – rainer.schulze@engsem.