Englisches Seminar

Vorlesungen

Cultural Studies

American Literature and Culture from the Beginnings to the 1850s

PHIL-26600, TV, SWS: 2
Mayer
Mo, wöchentl., 10:00 - 12:00, 16.10.2006 - 03.02.2007, 1502 - 003 (II 003)

Kommentar
This lecture will provide an introduction to early American culture and literature, focusing on the emergence of a national ideology against the backdrop of ethnic and social clashes and gender differentiations. We will try to come to terms with the fact that only one version of the stories of discovery and colonization has survived, and cast a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution and independence. A reader with course material will be made available at the beginning of the class. For general reference (not only for this class) I recommend buying <Metzler Amerikanische Literaturgeschichte>, ed. Hubert Zapf (new revised edition, Stuttgart: Metzler, 2004) and <The Enduring Vision. A History of the American People> (concise edition, complete), ed. Clark Boyer et al. (Boston: Houghton Mifflin, 2005). Both are standard textbooks. For updated information about the course, please also refer to http://www.fbls.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm

Prerequisites: none
Language in class: English
For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung
ELVE-LSF Kodierung: S; Sen; AmerF2

Early and Mid-Victorian Literature and Culture

PHIL-26782, TV, SWS: 2
Gohrisch
Di, wöchentl., 12:00 - 14:00, 17.10.2006 - 03.02.2007, 1502 - 003 (II 003)

Kommentar
The Victorian age is an age of transition. A rural country at the beginning of the 19th century, industrialized and reformed Britain is ahead of its rivals at the end of it. The literature of the time both reflects these developments and contributes to them by celebrating the progress already made, by pointing out its conflicts and contradictions as well as by suggesting more reform projects and offering alternative visions of change. This course of lectures which is open to all interested students of English combines social, economic and political history with the history of literature and culture. In addition to studying such eminent cultural critics as Thomas Carlyle, John Stuart Mill and John Ruskin we shall focus on the Victorian novel beginning with its precursors, among them the Gothic novel, Jane Austen's novel of manners and Walter Scott's historical fiction. We shall then move on to such major English novelists of the period as W. M. Thackeray, Elizabeth Gaskell and the Brontë sisters as well as Charles Dickens to discuss the development of narrative strategies and themes, central metaphors and motifs against their historical and cultural background. Prerequisites: none
Language in class: English
For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung
ELVE-LSF Kodierung: S; Sen / StG; offen für alle

Introduction to the Study of British Cultures

PHIL-26798, TV, SWS: 2
Bennett
Di, wöchentl., 14:00 - 16:00, 17.10.2006 - 03.02.2007, 1502 - 103 (II 103)

Winter 2006/07 422
The aims of this lecture are 1. to provide a broad introduction to major institutional, social and cultural aspects of modern British society, and 2. to give insight into current debates and conflicts in British culture. We shall look at each in terms of the other and, with the support of historical background and some cultural theory, try to come to a better understanding of the complexity, fluidity and plurality of modern British culture. BA students are recommended to buy <British Civilization: An Introduction> by John Oakfield (5th edition, Routledge 2002 unless the 6th edition has been published in the meantime). The lecture will follow the structure of the book, but will add much to it, especially in respect of the latest developments. All students are welcome to attend. BA students will have to pass a written examination in the final teaching week. Prerequisites: None

Prerequisites for certificate: regular attendance, final written examination

Language in class: English

For further information: peter.bennett@engsem.uni-hannover.de
social, economic and political history with the history of literature and culture. In addition to studying such eminent cultural critics as Thomas Carlyle, John Stuart Mill and John Ruskin we shall focus on the Victorian novel beginning with its precursors, among them the Gothic novel, Jane Austen's novel of manners and Walter Scott's historical fiction. We shall then move on to such major English novelists of the period as W. M. Thackeray, Elizabeth Gaskell and the Brontë sisters as well as Charles Dickens to discuss the development of narrative strategies and themes, central metaphors and motifs against their historical and cultural background. Prerequisites: none Language in class: English

For further information: jana.gohrisch@engsem.uni-hannover.de

**Englische Sprachwissenschaft**

**Exploring the English Lexicon**

PHIL-26561, TV, SWS: 2

Schulze

Mo, wöchentl., 14:00 - 16:00, 16.10.2006 - 03.02.2007, 1502 - 003 (II 003)

Kommentar

This lecture is a systematic and accessible introduction to the lexicology of contemporary English. Lexicology is the branch of linguistics that studies all aspects of the vocabulary of a particular language. The lecture will provide an account of the sources of modern English words and will study the development of vocabulary over time. It will examine what constitutes a word, with discussions of words that look and sound the same, words that have several meanings, and 'words' that are made up of more than one word. As well as considering the borrowing of words from other languages throughout the history of English, the lecture will also outline how English forms new words by exploiting the structure of existing words, through processes of derivation and compounding. The lecture will also introduce the vexed question of how words actually mean (reference to external context, relations with other words of similar or opposite meaning, collocational relations, etc.) and examine the contexts in which words are generally used.

Prerequisites: none

Prerequisites for certificate (BA students): regular attendance, final exam

Language in class: English

For further information, please contact: raischulze@gmx.de

Bemerkung: ELVE-LSF Kodierung: LingF2

**Grundkurse**

**Literaturwissenschaft**

**Introduction to Literary and Cultural Studies (American Studies)**

PHIL-26601, SE, SWS: 2

Künnemann

Mi, wöchentl., 08:30 - 10:00, 18.10.2006 - 03.02.2007, 1502 - 609 (II 609)

Kommentar

Beginn: 08:30 s.t. This class provides an introduction to methods of interpretation and analysis, focusing on the field of US literary and cultural history. We will discuss a variety of genres and text sorts, ranging from prose (Nella Larsen's novel *Passing*), drama (David Henry Hwang's play *M. Butterfly*), poetry, to film (Orson Welles's *Touch of Evil*). Please purchase *Passing* (Penguin; available at www.amazon.de). A reader with additional course material will be made available at the beginning of the semester. Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 11 October 2006, 1 p.m. If you decide to study American Studies, this AmerF1 class is the only introductory class available. Before the beginning of the semester, the final class syllabus and proceedings can be downloaded from the American Studies website at: http://www.fbls.uni-hannover.de/angli/amst/profil_kuenemann/courses_kuenemann.htm

Prerequisites: none

Prerequisites for certificate: regular attendance, one written assignment, presentation, test

Language in class: English

For further information: v.kuenemann@engsem.uni-hannover.de

Bemerkung: ELVE-LSF Kodierung: AmerF1

**Introduction to Literature Analysis**

PHIL-26656, SE, SWS: 2
Ilsemann
Fr, wöchentl., 10:00 - 12:00, 27.10.2006 - 03.02.2007, 1502 - 703 (II 703)
Kommentar In this seminar we will deal with drama, poetry and prose fiction, each type represented by text examples. We will establish the distinctive features of each type of text, and we will also consider what they have in common. The main focus will be on questions of analysis, the communication model plays an important role here, as does the concept of point-of-view. Verse and metre will become familiar terms. The theoretical and formal concepts will be explained with textual evidence and then utilised in descriptions of text passages. As well as doing weekly homework, every participant will present a topic in class as the basis for a paper that will be submitted and graded. The formal requirements for writing a paper successfully will also be discussed in detail. There will be a final test that BA students can choose as part of their examination scheme. The material required for the course is available on my reserve shelf in the library and should be copied beforehand. This procedure replaces the charge for handouts as in previous terms. Alternatively, it is possible to download the manuscript from my homepage:
http://hartmut.ilsemann.phil.uni-hannover.de/downloads/ Prerequisites: Please note that I will not accept students in this class who put their names on previous participation lists and then after they had been given dates and topics quit the course without further notice. Prerequisites for certificate: oral presentation, regular attendance, homework, written paper, final exam Language in class: English For further information:
hartmut.ilsemann@engsem.uni-hannover.de or 762 - 3216

Bemerkung ELVE-LSF Kodierung: (b) AngF1

Introduction to English Literary Studies
PHIL-26867, SE, SWS: 2
Gohrisch
Mi, wöchentl., 08:00 - 10:00, 18.10.2006 - 03.02.2007, 1502 - 613 (II 613)
Kommentar This course is designed as a general introduction into English Literary Studies. It has two aims: firstly, to acquaint students with the different theoretical models and methodological approaches to literature based on the textbook by Vera and Ansgar Nünning and, secondly, to enable students to develop analytical skills using examples from English poetry, prose, drama and film. In addition to the textbook (which you are asked to buy) we shall read Shakespeare’s "Sonnet 73" and the first act of <Othello> as well as short stories by Thomas Hardy and Virginia Woolf. Moreover, students will learn to make sense of a difficult theoretical text, to compile a bibliography and to write a term paper. Prerequisites: none Prerequisites for certificate: regular attendance, active participation in class, reading and written homework assignments, final exam Language in class: English For further information: jana.gohrisch@engsem.uni-hannover.de Textbook: Vera and Ansgar Nünning. <An Introduction to the Study of English and American Literature>. Translated from the German by Jane Dewhurst. Stuttgart: Klett 2005. ISBN 3-12-939619-5

Bemerkung ELVE-LSF Kodierung: AngF1

Englische Sprachwissenschaft
Introduction to Phonetics and Phonology
PHIL-26565, SE, SWS: 2
Kolbe
Do, wöchentl., 10:00 - 12:00, 19.10.2006 - 03.02.2007, 1502 - 003 (II 003)
Kommentar This course will deal with the basic feature in language: sound in speech. We will deal with both phonetics and phonology. We will study the characteristics human sound production and methods for their description, classification and transcription. We will also examine the sound system of English and learn how sounds change and adapt to different environments. Prerequisites for certificate: regular attendance, participation at ‘Phonetics’ classes, active participation (all ‘Studienleistungen’); final exam (‘Prüfungsleistung’) Textbook: Skanda, Paul, Burleigh, Peter. 2005. <A manual of English phonetics and phonology>. Tübingen: Narr.

Bemerkung ELVE-LSF Kodierung: LingF4

Phonetics
PHIL-26566, SE, SWS: 2
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**Menis**
Mo, wöchentl., 15:00 - 16:00, 23.10.2006 - 03.02.2007, 1502 - 613 (II 613)
**Bemerkung** ELVE-LSF

**Phonetics**
PHIL-26567, SE, SWS: 2

**Menis**
Di, wöchentl., 15:00 - 16:00, 24.10.2006 - 03.02.2007, 1502 - 613 (II 613)
**Bemerkung** ELVE-LSF

**Introduction to Linguistics**
PHIL-26563, SE, SWS: 2

**Römer**
Mi, wöchentl., 10:00 - 12:00, 18.10.2006 - 03.02.2007, 1502 - 003 (II 003)
**Kommentar** This course provides a general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on four of the major areas in the study of linguistics: morphology, syntax, semantics, and pragmatics. Time permitting, we will also briefly look at historical, social, psychological, and textual dimensions of linguistic analysis. The following textbook will be used in class and is recommended for purchase: Finegan, Edward. 2004. *Language: Its Structure and Use*. 4th edition. Boston: Wadsworth. ISBN 0-8384-0794-3 (pb). Please make sure that you order your copy of the book asap. If you have problems getting hold of the book, please get in touch with me at ute.roemer@engsem.uni-hannover.de. **Prerequisites**: none. **Prerequisites for certificate**: regular attendance, active participation in class, homework assignments, end-of-term test (all 'Studienleistungen'). English. For further information please contact me at: ute.roemer@engsem.uni-hannover.de

**Bemerkung** ELVE-LSF Kodierung: LingF1

**Introduction to Linguistics**
PHIL-26564, SE, SWS: 2

**Sand**
Fr, wöchentl., 14:00 - 16:00, 20.10.2006 - 03.02.2007, 1502 - 003 (II 003)
**Kommentar** This course is designed to provide a general introduction into English linguistics. It is mainly concerned with familiarizing students with the core areas of linguistic study, such morphology, syntax and semantics, but will also introduce historical, social, textual and pragmatic dimensions of linguistic study. We will discuss the major concepts and terms used in linguistic analysis and apply them to data in the form of exercises and text analysis. The textbook mentioned below will be used in class and is highly recommended for purchase. Please obtain a copy of the textbook before the beginning of the semester. **Prerequisites**: none. **Prerequisites for certificate**: regular attendance, active participation, reading assignments and written home work assignments, final exam ('Studienleistungen'). **Language in class**: English. Further information: andrea.sand@engsem.uni-hannover.de. **Textbook**: Finegan, Edward. 2004. *Language & Its Structure and Use*. 4th edition. Boston: Wadsworth, ISBN 0-8384-0794-3

**Bemerkung** ELVE-LSF Kodierung: LingF1

**Didaktik des Englischen**

**Introduction to English Language Teaching**
PHIL-26650, SE, SWS: 2

**Blell**
Do, wöchentl., 08:30 - 10:00, 19.10.2006 - 03.02.2007, 1502 - 703 (II 703)
**Kommentar** Beginn: 08:30 s.t. This introductory methodology course is obligatory for all student teachers. We recommend participation in the 3rd/4th semester (PVO 1998). The course gives an introduction into the complex subject matter of teaching and learning English as a foreign language with special regard to teacher education. The course is based on four aspects of EFL teaching and learning which we consider to be particularly relevant today: - Promoting intercultural communicative competence (ICC) - (Foreign) language learning as individual and collaborative achievement - Developing learner- and learning-centred teaching - Supporting task-based learning. Main issues will be introduced, relevant

Proseminare

**Cultural Studies**

**Regional Britain**

PHIL-26657, SE, SWS: 2
Ilsemann

Do, wöchentl., 14:00 - 16:00, 19.10.2006 - 03.02.2007, 1502 - 703 (II 703)

Kommentar Regional Britain deals with clearly defined areas of industrial, commercial and cultural interest and influences the country's economic geography. The main target is to analyse spatial phenomena like the Potteries, the Black Country, the London Pool, etc. in their historical development and their present state. In the field of agriculture we shall look into the spatial and historical differentiations between subsistence farming, extensive and intensive farming and adjacent markets. As far as industrial areas are concerned the question of raw materials in a given area is important, likewise the growth of the predominant industry in its technological, labour force and market-related dimensions. In the service sector problems of centralization and communications will be discussed, and the growth of urban communities - agglomerations like London in particular - will be a central part of the seminar. Anyone who would like to take part in the course is requested to apply for participation via email or during my office hours. Please tell me which topic you would like to work with. A list of topics will be available under Downloads from my homepage: http://Hartmut.Ilsemann.phil.uni-hannover.de/downloads/ Prerequisites: none Prerequisites for certificate: oral presentation, regular attendance, homework, written paper Language in class: English For further information: hartmut.ilsemann@engsem.uni-hannover.de or 762 - 3216

**The American Renaissance**

PHIL-26602, SE, SWS: 2
Mayer

Di, wöchentl., 14:00 - 16:00, 17.10.2006 - 03.02.2007, 1502 - 615 (II 615)

Kommentar In the first half of the 19th century, as the young Republic was coming into its own, philosophical and literary texts recounted and enacted the national 'project' of the United States from various perspectives, often reviewing the American past in order to get a grip on the American future. In retrospect, the period was called 'The American Renaissance' and we will see that the term does make sense in view of the many new beginnings and revisionary approaches of the time. We'll look into the philosophical and political writing of the period (from Ralph Waldo Emerson's <Nature> to Henry David Thoreau's "Resistance to Civil Government," Margaret Fuller's <Woman in the Nineteenth Century>, and Frederick Douglass' "What to the Slave is the Fourth of July"?), and read poetry (Walt Whitman, Emily Dickinson) and fiction (Nathaniel Hawthorne's <The Scarlet Letter>, shorter pieces by Herman Melville, including "Bartleby the Scrivener", Edgar Allan Poe's "The Man of the Crowd") to get a feel for the spirit of the time. Please purchase and read Hawthorne's <The Scarlet Letter>. Additional course material will be made available in a reader at the beginning of the course. For updated information about the course, please...
also refer to: http://www.fbls.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm
Prerequisites: none. Please register for this class at the e-mail address given below by 13 October. Prerequisites for certificate: regular attendance, preparation, reading quizzes, annotated bibliography, written paper Language in class: English For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: S; Sen; (b, c) AmerF4

Welcome to the Desert of the Real: History, Trauma, and Popular Culture
PHIL-26603, SE, SWS: 2
Meyer
Do, wöchentl., 10:00 - 12:00, 19.10.2006 - 03.02.2007, 1502 - 609 (II 609)
Kommentar This (advanced) undergraduate course starts out to explain what comics are and to provide a historical overview, from <The Yellow Kid> to <In the Shadow of No Towers>. The course aims to deepen our understanding of the origins and development of comics or the graphic novel and popular culture in the United States. Art Spiegelman's two volumes <Maus: My Father Bleeds History> and <Maus II: Here My Troubles Began> as well as his recent book <In the Shadow of No Towers> are put into the center of attention in our class discussions. We will explore comics as forms and interpretations to ask how catastrophic events are/can be remembered. In conversation with recent readings at the juncture of trauma, memory, visualization, and performance (e.g. Dominick LaCapra, Hayden White, Cathy Caruth, Shoshana Felman, Dori Laub, James Edward Young, Aleida Assmann) this course will address cases drawn from the Holocaust, the Vietnam War, and 9/11. Students will submit periodic written homework and deliver an in-class oral presentation (approx. 15 minutes). Further requirements are: regular attendance and active participation; as a 'Prüfungsleistung' students will write a final seminar paper (10 - 12 pages, approx. 5,000 words). A reader will be made available at the FBL (reserve shelf or "Stork" copy shop). The syllabus will also be made available on this website at the beginning of the winter term 2006/2007. For further information, please see: http://www.fbls.uni-hannover.de/angli/amst/profil_cristina_meyer/courses_meyer.htm
Please purchase Art Spiegelman’s <The Complete Maus> (Penguin Books, 2003) and <In the Shadow of No Towers> (Pantheon Books, 2004), both available at amazon (total: approx. 40 euros). To participate in this class, please register at the e-mail address given below by 13 October. Prerequisites for BA students: module Foundations American Studies 2 Language in class: English For further information: christina.meyer@engsem.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: (b) AmerA2

Entertainer, Painkiller, Vast Wasteland, Companion to the Lonely, White Noise, Thief of Time...", or, Is it?: Conceptualizations of Television in U.S. Literature
PHIL-26607, SE, SWS: 2
Mo, wöchentl., 12:00 - 14:00, 16.10.2006 - 03.02.2007, 1502 - 615 (II 615)
Kommentar "The most dangerous thing about television for U.S. fiction writers is that we don't take it seriously enough as both a disseminator and a definer of the cultural atmosphere we breathe and process," claims American novelist David Foster Wallace in his survey of the relationship between fiction and television, and he addresses an important point. Although fiction writers in the United States began to incorporate television in their narratives as early as the late 1950s and continued to do so until the present day, and although this development led to a fruitful examination of the impact "the Tube" has had on American culture, it has never been a univocally happy marriage between literature and TV. Analogously to the role television plays in cultural debates, literary responses to television have oscillated between contempt and approval, derision and fascination, anxiety and indifference, sending a mixed message as to what this medium means for contemporary culture. Thus, in this class we will be primarily concerned with the "vexed television-literature relationship" (Cecelia Tichi), with special emphasis on postmodern literature's engagements with TV. The class will be subdivided into two main parts: In the (theoretical) first part, the central aspects to be covered will be the development of the medium television in post-war America and the question as to what exactly this buzzword postmodernism, both with respect to culture and literature, designates. Apart from this, the question of intellectuals' relationship to popular culture via their treatment of "low cultural" television and the question of the links between commercial culture, consumption, and television - an "art whose primary aim is to make money" (David Foster Wallace) - will play a role in our discussion. In the second part of the seminar, we will
apply our findings and deal with essays by fiction writers that address the relationship of television and contemporary U.S. fiction (David Foster Wall)

**Postcolonial Literatures**

**PHIL-26878, SE, SWS: 2**

Grünkemeier

Di, wöchentl., 14:00 - 16:00, 17.10.2006 - 03.02.2007, 1502 - 709 (II 709)

**Kommentar**

Bitte beachten Sie die Aushänge am Brett des Lehrgebiets "Anglistik"! Bei Fragen steht Ihnen Frau Prof. Dr. Jana Gohrisch gerne zur Verfügung.

**Bemerkung**

ELVE-LSF Kodierung: (b, c) AmerA2

**Studying English Literature**

**PHIL-26879, SE, SWS: 2**

Grünkemeier

Mi, wöchentl., 10:00 - 12:00, 18.10.2006 - 03.02.2007, 1502 - 615 (II 615)

**Kommentar**

Bitte beachten Sie die Aushänge am Brett des Lehrgebiets "Anglistik"! Bei Fragen steht Ihnen Frau Prof. Dr. Jana Gohrisch gerne zur Verfügung.

**Bemerkung**

ELVE-LSF Kodierung: (b, c) AngF4, AngF5

**American Indian Captivity Narratives**

**PHIL-26604, SE, SWS: 2**

Schneller

Mi, wöchentl., 08:30 - 10:00, 18.10.2006 - 03.02.2007, 1502 - 615 (II 615)

**Kommentar**

Beginn: 08:30 s.t.

American Indian captivity narratives represent a genuine and popular American genre and reflect the hegemonic, antagonistic, yet ambiguous relationship between, in particular, the white and indigenous populations of North America. Within the 'typical' American Indian captivity framework, Native Americans function as the captors and whites, often women and children, as the captives. American Indian captivity narratives are, thus, often an autobiographical text in which released, escaped, or acculturated captives write about living with Indians for a few days up to nearly a lifetime. Often as the survivors of trying ordeals, the writers of such narratives are motivated by, for example, religious, propagandistic, social, economic, or personal reasons.

Throughout the semester, we will explore political events, historical trends, and cultural phenomena surrounding American Indian captivity narratives written between the late 17th and the late 19th century. Reading a diverse selection of narratives primarily written by women, we will be confronted with questions pertaining to authorship and readership, the complex relationship between fact and fiction, and notions of barbarity and civilization. Furthermore, we will consider race, gender, and familial relations, the issues of victimization and survival, and topics such as violence, miscegenation, and transculturation.

Please purchase Kathryn Zabelle Derounian-Stodola's anthology, *<Women's Indian Captivity Narratives>* (ISBN 0140436715). Bring this text to the first class. Please also order Lorenzo D. Oatman and Olive A. Oatman's *<The Captivity of the Oatman Girls>* (ISBN 0486280780). Before the first class, please read *<A True History of the Captivity and Restoration of Mrs. Mary Rowlandson>* (1682), which is included in the anthology. A reader with additional course material will be made available at the beginning of the semester. If you want to take this course, please send me an e-mail by 20 September.

**Prerequisites:** none

**Prerequisites for certificate:** regular attendance, short writing assignments, short presentation, term paper (10 - 12 pages)

**Language in class:** English

For further information: jill.schneller@engsem.uni-hannover.de

**Bemerkung**

ELVE-LSF Kodierung: (b, c, d) AmerF5

**'Poetry - Music's Fair Sister': The Role of Music in American Poetry**

**PHIL-26605, SE, SWS: 2**

Schober
Music has always had a profound influence on poetry, revealing itself not only in the musicality of poetic language or structural analogies, but also in direct references to music. In this seminar we will reflect upon the relationship between the two arts and look at how American poets from the 19th century until the present day have related to music in different ways. Theories regarding the intermedial phenomenon of musico-poetics will be considered in terms of the ‘musicality’ of poetry, the comparison of the two arts and different possibilities of their interrelation. On the basis of this theoretical framework we will discuss poems by authors of the American Renaissance and American modernism, but also look at blues and jazz poetry as well as contemporary American poetry. We will discover how music functions not only as an inspirational source, but also as a means of self-reflection in these poems. Although the focus will be on different manifestations of music in poetry, other issues of cross-fertilization between the two arts will be addressed in the seminar. Aspects of performance will also play a role, as we will recite poems in class in order to experience their musical effect. This interdisciplinary seminar is open both to students of English and Music. No previous knowledge of music is required; however, a general interest in classical and/or jazz music is desirable. A reader with the poems and secondary texts will be made available at the beginning of the term. Please register for this class at the e-mail address given below by 13 October. Prerequisites: none. Prerequisites for certificate: regular attendance, short presentation in class, writing assignments, term paper. Language in class: English. For further information: reginaschober80@web.de

At the end of the 19th century, Ireland entered a decisive phase of its political and cultural history, culminating in political independence from England in the 1920s. An important factor in this development was the so-called 'Irish Cultural Revival' or 'Irish Renaissance' that began in the 1880s. It combined a reappraisal of Irish tradition with its stories about legendary heroes and the otherworld and a re-evaluation of the political potential of the Gaelic language. One of the central events in the cultural revival was the foundation of the Irish Literary Theatre in 1899 (later the Abbey Theatre). It aimed at being a specifically Irish theatre, opposing the conventionality of the British stage, and centering on subject matters derived from folklore and the life of the peasants in the west of the country. In this seminar, we will have a closer look at plays from that crucial period and investigate the cultural and political backgrounds of the time. The plays in question were written by some of the central figures of the revival, most importantly William Butler Yeats and John Millington Synge. As these plays tend to be rather short, we will read and discuss at least five or six of them, depending on the number of participants and presentations. So far on the agenda are <Cathleen-Ni-Houlihan>, <On Baile's Strand> and <At the Hawk's Well> by W.B. Yeats, <Riders to the Sea> and <The Playboy of the Western World> by J.M. Synge, and one play (yet to be specified) by Lady Augusta Gregory. The Gregory play will be available on my reserve shelf at the FBL. The other texts should be bought by the participants. I recommend the two editions mentioned below, but any other edition of the plays by Yeats and Synge may be used as well. Prerequisites: none. Prerequisites for certificate: regular attendance, presentation in class, term paper. Language in class: English. For further information: thomas.koehler@engsem.uni-hannover.de or 762 - 2412. Literature: Finneran, Ri

In the first half of the 19th century, as the young Republic was coming into its own, philosophical and literary texts recounted and enacted the national 'project' of the United...
States from various perspectives, often reviewing the American past in order to get a grip on the American future. In retrospect, the period was called 'The American Renaissance' and we will see that the term does make sense in view of the many new beginnings and revisionary approaches of the time. We'll look into the philosophical and political writing of the period (from Ralph Waldo Emerson's <Nature> to Henry David Thoreau's "Resistance to Civil Government," Margaret Fuller's <Woman in the Nineteenth Century>, and Frederick Douglass' "What to the Slave is the Fourth of July?") and read poetry (Walt Whitman, Emily Dickinson) and fiction (Nathaniel Hawthorne's <The Scarlet Letter>, shorter pieces by Herman Melville, including "Bartleby the Scrivener", Edgar Allan Poe's "The Man of the Crowd") to get a feel for the spirit of the time. Please purchase and read Hawthorne's <The Scarlet Letter>. Additional course material will be made available in a reader at the beginning of the course. For updated information about the course, please also refer to: http://www.fbls.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm

Prerequisites: none. Please register for this class at the e-mail address given below by 13 October. Prerequisites for certificate: regular attendance, preparation, reading quizzes, annotated bibliography, written paper Language in class: English For further information: ruth.mayer@engsem.uni-hannover.de

| <Welcome to the Desert of the Real>: History, Trauma, and Popular Culture |
| PHIL-26603, SE, SWS: 2 |
| Meyer |
| Do, wöchentl., 10:00 - 12:00, 19.10.2006 - 03.02.2007, 1502 - 609 (II 609) |

Kommentar
This (advanced) undergraduate course starts out to explain what comics are and to provide a historical overview, from <The Yellow Kid> to <In the Shadow of No Towers>. The course aims to deepen our understanding of the origins and development of comics or the graphic novel and popular culture in the United States. Art Spiegelman's two volumes <Maus: My Father Bleeds History> and <Maus II: Here My Troubles Began> as well as his recent book <In the Shadow of No Towers> are put into the center of attention in our class discussions. We will explore comics as forms and interpretations to ask how catastrophic events are/can be remembered. In conversation with recent readings at the juncture of trauma, memory, visuality, and performance (e.g. Dominick LaCapra, Hayden White, Cathy Caruth, Shoshana Felman, Dori Laub, James Edward Young, Aleida Assmann) this course will address cases drawn from the Holocaust, the Vietnam War, and 9/11. Students will submit periodic written homework and deliver an in-class oral presentation (approx. 15 minutes). Further requirements are: regular attendance and active participation; as a 'Prüfungsleistung' students will write a final seminar paper (10 - 12 pages, approx. 5,000 words). A reader will be made available at the FBL (reserve shelf or "Stork" copy shop). The syllabus will also be made available on this website at the beginning of the winter term 2006/2007. For further information, please see: http://www.fbls.uni-hannover.de/angli/amst/profil_cristina_meyer/courses_meyer.htm

Please purchase Art Spiegelman's <The Complete Maus> (Penguin Books, 2003) and <In the Shadow of No Towers> (Pantheon Books, 2004), both available at amazon (total: approx. 40 euros). To participate in this class, please register at the e-mail address given below by 13 October. Prerequisites for BA students: module Foundations American Studies 2 Language in class: English For further information: christina.meyer@engsem.uni-hannover.de

| "Entertainer, Painkiller, Vast Wasteland, Companion to the Lonely, White Noise, Thief of Time...", or, Is It?: Conceptualizations of Television in U.S. Literature |
| PHIL-26607, SE, SWS: 2 |
| Mo, wöchentl., 12:00 - 14:00, 16.10.2006 - 03.02.2007, 1502 - 615 (II 615) |

Kommentar
"The most dangerous thing about television for U.S. fiction writers is that we don't take it seriously enough as both a disseminator and a definer of the cultural atmosphere we breathe and process," claims American novelist David Foster Wallace in his survey of the relationship between fiction and television, and he addresses an important point. Although fiction writers in the United States began to incorporate television in their narratives as early as the late 1950s and continued to do so until the present day, and although this development led to a fruitful examination of the impact "the Tube" has had on American culture, it has never been a univocally happy marriage between literature and TV. Analogously to the role television plays in cultural debates, literary responses to
television have oscillated between contempt and approval, derision and fascination, anxiety and indifference, sending a mixed message as to what this medium means for contemporary culture. Thus, in this class we will be primarily concerned with the "vexed television-literature relationship" (Cecelia Tichi), with special emphasis on postmodern literature's engagements with TV. The class will be subdivided into two main parts: In the (theoretical) first part, the central aspects to be covered will be the development of the medium television in post-war America and the question as to what exactly this buzzword postmodernism, both with respect to culture and literature, designates. Apart from this, the question of intellectuals' relationship to popular culture via their treatment of "low cultural" television and the question of the links between commercial culture, consumption, and television - an "art whose primary aim is to make money" (David Foster Wallace) - will play a role in our discussion. In the second part of the seminar, we will apply our findings and deal with essays by fiction writers that address the relationship of television and contemporary U.S. fiction (David Foster Wall)

Bemerkung
ELVE-LSF Kodierung: (b, c) AmerA2

Postcolonial Literatures
PHIL-26878, SE, SWS: 2
Grünkemeier
Di, wöchentl., 14:00 - 16:00, 17.10.2006 - 03.02.2007, 1502 - 709 (II 709)
Kommentar Bitte beachten Sie die Aushänge am Brett des Lehrgebiets "Anglistik"! Bei Fragen steht Ihnen Frau Prof. Dr. Jana Gohrisch gerne zur Verfügung.

Bemerkung
ELVE-LSF Kodierung: (b, c) AngF4, AngF5

Studying English Literature
PHIL-26879, SE, SWS: 2
Grünkemeier
Mi, wöchentl., 10:00 - 12:00, 18.10.2006 - 03.02.2007, 1502 - 615 (II 615)
Kommentar Bitte beachten Sie die Aushänge am Brett des Lehrgebiets "Anglistik"! Bei Fragen steht Ihnen Frau Prof. Dr. Jana Gohrisch gerne zur Verfügung.

Bemerkung
ELVE-LSF Kodierung: (b, c) AngF4, AngF5

American Indian Captivity Narratives
PHIL-26604, SE, SWS: 2
Schneller
Mi, wöchentl., 08:30 - 10:00, 18.10.2006 - 03.02.2007, 1502 - 615 (II 615)
Kommentar Beginn: 08:30 s.t.
American Indian captivity narratives represent a genuine and popular American genre and reflect the hegemonic, antagonistic, yet ambiguous relationship between, in particular, the white and indigenous populations of North America. Within the 'typical' American Indian captivity framework, Native Americans function as the captors and whites, often women and children, as the captives. American Indian captivity narratives are, thus, often an autobiographical text in which released, escaped, or acculturated captives write about living with Indians for a few days up to nearly a lifetime. Often as the survivors of trying ordeals, the writers of such narratives are motivated by, for example, religious, propagandistic, social, economic, or personal reasons.

br/>Throughout the semester, we will explore political events, historical trends, and cultural phenomena surrounding American Indian captivity narratives written between the late 17th and the late 19th century. Reading a diverse selection of narratives primarily written by women, we will be confronted with questions pertaining to authorship and readership, the complex relationship between fact and fiction, and notions of barbarity and civilization. Furthermore, we will consider race, gender, and familial relations, the issues of victimization and survival, and topics such as violence, miscegenation, and transculturation.

br/>Please purchase Kathryn Zabelle Derounian-Stodola's anthology, <Women's Indian Captivity Narratives> (ISBN 0140436715). Bring this text to the first class. Please also order Lorenzo D. Oatman and Olive A. Oatman's <The Captivity of the Oatman Girls> (ISBN 0486280780). Before the first class, please read <A True History of the Captivity and Restoration of Mrs. Mary Rowlandson> (1682), which is included in the anthology. A reader with additional course material will be made available at the beginning of the
If you want to take this course, please send me an e-mail by 20 September.

Prerequisites: none
Prerequisites for certificate: regular attendance, short writing assignments, short presentation, term paper (10 - 12 pages)
Language in class: English
For further information: jill.schneller@engsem.uni-hannover.de

This seminar will reflect upon the relationship between the two arts and look at how American poets from the 19th century until the present day have related to music in different ways. Theories regarding the intermedial phenomenon of musico-poetics will be considered in terms of the 'musicality' of poetry, the comparison of the two arts and different possibilities of their interrelation. On the basis of this theoretical framework we will discuss poems by authors of the American Renaissance and American modernism, but also look at blues and jazz poetry as well as contemporary American poetry. We will discover how music functions not only as an inspirational source, but also as a means of self-reflection in these poems. Although the focus will be on different manifestations of music in poetry, other issues of cross-fertilization between the two arts will be addressed in the seminar. Aspects of performance will also play a role, as we will recite poems in class in order to experience their musical effect. This interdisciplinary seminar is open both to students of English and Music. No previous knowledge of music is required; however, a general interest in classical and/or jazz music is desirable.

Prerequisites:

Prerequisites for certificate: regular attendance, short presentation in class, writing assignments, term paper
Language in class: English
For further information: reginaschober80@web.de

Syntax

 Syntax studies how morphemes and words are arranged to form sentences. The seminar is designed as an introduction to the major theories, concepts, and categories associated with this branch of linguistics. Thus, we will cover a range of topics and analyse the different constituent parts of sentences, such as parts of speech; clause types; head words and phrases and syntactic processes, e.g. passivization and WH-movement. Naturally, the focus of the seminar will be on English syntax, although comparative data from other languages will be subject to discussion as well. Theoretical discussions will, whenever possible, be complemented by empirical investigations into the syntax of English. In order to register for this course you need to send an email to daniela.kolbe@engsem.uni-hannover.de by October 10, 2006. Class size is limited so registrations will be accepted on a first come, first served basis.

Prerequisites: Introduction to Linguistics
Prerequisites for certificate: regular attendance, active participation, final exam or term paper ('Prüfungsleistung')

Language in class: English

Semantics

Semantics

Winter 2006/07
**Römer**  
Di, wöchentl., 10:00 - 12:00, 17.10.2006 - 03.02.2007, 1502 - 703 (II 703)  
**Kommentar**  
The purpose of this course is to provide an introduction to the study of meaning in language. We will look at the representation of meaning at the lexical and sentential level (with a focus on the former) and address the question how we can best describe meaning in human language. Among other things, we will classify meaning relationships between words and sentences, explore how context affects meaning, and discuss different theoretical approaches to semantics. An important issue will also be what kinds of data we can use in semantic analysis and description. To register for this course, please send an e-mail to ute.roemer@engsem.uni-hannover.de by 10 October 2006. Since class size will be limited, registration for the course is on a first come, first served basis. Readings: We will work with a number of selected articles and excerpts from textbooks which will be made available at the beginning of the semester. Prerequisites: Introduction to Linguistics  
Prerequisites for certificate: regular attendance, active participation, short oral presentation in class (plus handout) ('all Studienleistungen'); end-of-term test ('Prüfungsleistung') Language in class: English For further information please contact me at: ute.roemer@engsem.uni-hannover.de  

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**Acts of Identity**  
PHIL-26570, SE, SWS: 2  
**Sand**  
Fr, wöchentl., 10:00 - 12:00, 20.10.2006 - 03.02.2007, 1502 - 609 (II 609)  
**Kommentar**  
Have you ever considered how much the way you talk has to do with who you are or want to be? The title of this seminar harks back to one of the most influential publications on this question, namely Robert LePage and Andrée Tabouret-Keller's book *Acts of Identity: Creole-based Approaches to Language and Ethnicity* (Cambridge: CUP 1985), which has been widely discussed, not only in the context of creole-speaking communities, but for any kind of sociolinguistic variation as well. During the course of the semester, we will look at central issues of LePage and Tabouret-Keller's approach, as well as related models, such as identity theory, gender theory, the social network model, accommodation theory, identity construction through styles (Eckert) or language attitude studies. On a more data-oriented level, a number of linguistic case studies will help to evaluate the applicability of the various theoretical concepts we study. Prerequisites: Introduction to Linguistics Please register for this class at the e-mail address given below before October 10, 2006. Places will be assigned on a first come, first served basis. Prerequisites for certificate: regular attendance, active participation, one oral presentation ('Studienleistungen'), final exam ('Prüfungsleistung') Language in class: English Further information: andrea.sand@engsem.uni-hannover.de  

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**Word Formation**  
PHIL-26573, SE, SWS: 2  
**Schulze**  
Mo, wöchentl., 10:00 - 12:00, 16.10.2006 - 03.02.2007, 1502 - 609 (II 609)  
**Kommentar**  
This seminar is an introduction to the study of word-formation, that is, the ways in which new words are built on the bases of other words (e.g. happy - happy-ness). The seminar's didactic aim is to enable students with basic linguistic knowledge to do their own practical analyses of complex words. The students will be familiarized with the necessary methodological tools to obtain and analyze relevant data and will be shown how to relate their findings to theoretical problems and debates. The seminar will not take as its starting point the perspective of a particular theoretical framework; rather, it will draw on insights from various research traditions, thus reflecting important methodological and theoretical developments in the field. The following book will be used in class and is recommended for purchase: Plag, Ingo (2003): *Word-Formation in English*. Cambridge: Cambridge University Press. In order to register for this seminar, you will need to send an e-mail to raischulze@gmx.de by October 9, 2006. Prerequisites: Introduction to Linguistics Prerequisites for certificate: regular attendance, reading assignments, active participation, final exam Language in class: English For further information, please contact: raischulze@gmx.de
Didaktik des Englischen

**Textbook Analysis**

**PHIL-26647, SE, SWS: 2**

Kupetz

Mo, wöchentlich, 14:00 - 16:00, 16.10.2006 - 03.02.2007, 1502 - 703 (II 703)

Kommentar


**Multicultural British Short Stories**

**PHIL-26651, SE, SWS: 2**

Blell

Di, wöchentlich, 14:00 - 16:00, 17.10.2006 - 03.02.2007, 1502 - 703 (II 703)

Kommentar

Computer Mediated Communication in the EFL Classroom

PHIL-26750, SE, SWS: 2
Fr, wöchentl., 10:00 - 12:00, 20.10.2006 - 03.02.2007, 1502 - 815

Kommentar

E-mails, chats and instant messengers are examples for computer mediated communication (CMC). In the foreign language classroom, they can be useful tools for teaching and learning English. In this course, we will explore the potential and role of CMC in foreign language learning. We will also take a close look at potential tools, methods and scenarios. In hands-on projects, participants will develop showcase materials for teaching. Prerequisites: none Technical prerequisites: You must have an e-mail account and internet access to participate. As we will use Stud.IP in this course, be sure to register at Stud.IP beforehand. Prerequisites for certificate: regular attendance and active participation, oral presentation and course project (including term paper)

Language in class: English For further information: phantan@web.de

Hauptseminare

Cultural Studies

Gender and Class in George Eliot's <Middlemarch>

PHIL-26784, SE, SWS: 2
Gohrisch
Di, wöchentl., 16:00 - 18:00, 17.10.2006 - 03.02.2007, 1502 - 609 (II 609)

Kommentar

The course provides an in-depth study of one of the key texts of 19th-century literature, George Eliot's <Middlemarch> (1871/72). We will adopt the somewhat unusual format of reading just one major text for several reasons. Combining a variety of critical approaches ranging from textual and biographical criticism to feminist and cultural criticism we shall use the novel to practice our analytical skills in narratology with special emphasis on point-of-view and focalization, characterization and plot design. If time allows we will watch and discuss a sequence from the 1994 BBC adaptation of the novel by Anthony Page. The central thematic focus of the course is the ambiguous representation of gender and class relations which we shall examine in relation to contemporary discourses on middle-class values, religion, science and medicine. Prerequisites: intermediate exam

Prerequisites for certificate: regular attendance, active participation in class, oral presentation and term paper For further information:

jana.gohrisch@engsem.uni-hannover.de


Bemerkung

ELVE-LSF Kodierung: (b, c) AngA1, AngA2

Postmodernist Fiction from South Africa

PHIL-26786, SE, SWS: 2
Gohrisch
Mi, wöchentl., 10:00 - 12:00, 18.10.2006 - 03.02.2007, 1502 - 609 (II 609)

Kommentar

This course is meant for students who have a double interest in postcolonial literatures and postmodernist fiction and who are willing to work their way through complex fictional and theoretical texts. They will gain knowledge both about South Africa and about postmodernism as a cultural phenomenon and set of aesthetic devices. We shall read and compare J. M. Coetzee's <Foe> (1986), Zakes Mda's <Ways of Dying> (1995) and Zoë Wicomb's <David's Story> (2000) in order to explore why these South African writers adopt writing strategies originally developed in the United States and Western Europe. To answer this question we shall acquire a detailed understanding of South African history, life and politics during and after apartheid as well as during the transition period. As language is one of the most important issues at stake I recommend combining this course with Andrea Sand's seminar on "English in Africa". Prerequisites: intermediate exam

Prerequisites for certificate: regular attendance, active participation in class, oral presentation and term paper For further information:

jana.gohrisch@engsem.uni-hannover.de

Bemerkung

ELVE-LSF Kodierung: (b, c) AngA1, AngA2

The Old South and Its (Re)Visions

Winter 2006/07
"Frankly, my dear, I don't give a damn." With these words, Rhett Butler leaves Scarlett O'Hara at the end of an epic story that has become maybe the epitome of an Old South narrative and film: <Gone With the Wind>. In fact, both David O. Selznick's film (1939) and Margaret Mitchell's novel of the same name (1936) stylize an image of the Old South that is mythical and distorted rather than a reflection of reality. In this respect, <Gone With the Wind> is in line with a number of novels dealing with the American South. Actually written during the Reconstruction era and its aftermath, texts by authors such as George W. Cable (<Old Creole Days>, 1879), Thomas Nelson Page (<In Ole' Virginia>, 1887), Joel Chandler Harris (<Uncle Remus>, 1881), Grace King (<Balcony Stories>, 1893), or Kate Chopin (<Désiree's Baby>, 1893) often evoke the spirit of the ante-bellum years, i.e., a mythical past and 'idyll' of Southern lifestyle and plantation life. In this class, we will 'give a damn' and trace the literary development of the Old South with a selection of texts oscillating between questions of slavery, secession, family tragedies, racial concerns, nostalgia and a mythical past. Setting out with excerpts from literary texts from the late 19th century, we will then turn to revisions of the South in 20th century literature. Focusing on the so-called 'Southern Renaissance' we will be concerned with William Faulkner's <The Sound and the Fury> (1929) and a variety of excerpts/short stories by authors like Eudora Welty or Flannery O'Connor. These texts can be seen as renegotiations of the Old South to a certain extent, yet they also are continuations of older topics and motifs in many respects. Focusing on questions of race/ethnicity and gender and taking up the context of the civil rights movement, later fictions by Margaret Walker (<Jubilee>, 1966), Josephine Humphreys (<Dreams of Sleep>, 1984), or Alice Walker (<The Color Purple>, 1982) can be read as yet other (more realistic, po
This seminar is concerned with the analysis of three Japanese film adaptions of the work of western writers. We will also thematize the general intricacies of both a change in cultural background and a change of medium, from literature to film. The works of William Shakespeare hardly need introduction. We will have a close look at two outstanding film versions of two of his best-known plays, both made by acclaimed Japanese director Akira Kurosawa. The films in question are <Throne of Blood> (1957, adapted from <Macbeth>) and <Ran> (1985, adapted from <King Lear>). We will investigate the specific strategies of Kurosawa's adaptations, most importantly the use of traditional Japanese Noh and Kabuki theatre as opposed to the conventions of the Elizabethan Stage. The third work in question will be <Kwaidan> (1903), a collection of 'ghost stories' by American expatriate Lafcadio Hearn, who spent most of his life in Japan and had a great interest in the country's traditions and folklore. As in the case of the aforementioned films, the film adaptation of four of these stories by Masaki Kobayashi (<Kwaidan>, 1964) makes use of Japanese theatrical traditions, but is a masterpiece in its own right with its (at that time) almost unprecedented virtuosity in the use of technicolor, editing and music. In all cases, I first want to discuss the original writings briefly, but the main emphasis of the seminar will be on the close analysis of the films and their techniques. The texts by Shakespeare should be available easily, and for our purposes any edition may be used. Hearn's <Kwaidan> is currently available in the edition mentioned below, but you can also download it at www.gutenberg.net. Be prepared to attend at least two extra screenings in the evening, as <Kwaidan> and <Ran> are far too long to be watched in their entirety in class. Prerequisites: intermediate exam Prerequisites for certificate: regular attendance, presentation in class, term paper Language in class
This seminar will discuss and analyse early modern utopias: Thomas More's *Utopia* and Bacon's *New Atlantis*. *Utopia* is Thomas More's most celebrated book. It gave a new word to the English language, one which is based on Greek ('ou' - not and 'topos' - place) and means 'nowhere'. It was originally written in Latin and published on the continent. This points to the humanistic context of its conception, which will be the starting point of our discussion. As it was also translated into English in the 16th century the knowledge of Latin is not required for participation, but we might avail ourselves of your Kleines Latinum for an occasional clarification of difficult passages. With Humanism the knowledge of antiquity became more important and well founded than it had been in the Middle Ages. As we go along in our discussion of More's *Utopia*, texts by Plato and Aristotle will be discussed as source material for *Utopia*. There are also, however, late Medieval texts which I consider most important for More's text. As far as I know they have up to now not yet been discussed in connection with *Utopia*. This is the Latin 'Collatio Alexandri et Dindium' which also exists in a German version together with a Middle English version (which will be translated into modern English) of this widely read text discussed in Medieval schools. One main concern, however, will be an analysis of More's text itself, which will also, hopefully, establish a sound background for the second text to be discussed in depth: Francis Bacon's, the politician's and philosopher's *New Atlantis*, which clearly heralds in the new age of scientific discovery and invention. With regard to *New Atlantis* we shall also analyse the text in the history of science, which was more advanced and quite different from Bacon's thinking. For the purpose of this seminar, it is essential not to use modernized versions but to have the following texts: Thomas More, *Utopia*, Everyman Classics Francis Bacon, *New A*

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**Gender and Class in George Eliot's *Middlemarch***

**PHIL-26784, SE, SWS: 2**

**Gohrisch**

Di, wöchentl., 16:00 - 18:00, 17.10.2006 - 03.02.2007, 1502 - 609 (II 609)

**Kommentar**

The course provides an in-depth study of one of the key texts of 19th-century literature, George Eliot's *Middlemarch* (1871/72). We will adopt the somewhat unusual format of reading just one major text for several reasons. Combining a variety of critical approaches ranging from textual and biographical criticism to feminist and cultural criticism we shall use the novel to practice our analytical skills in narratology with special emphasis on point-of-view and focalization, characterization and plot design. If time allows we will watch and discuss a sequence from the 1994 BBC adaptation of the novel by Anthony Page. The central thematic focus of the course is the ambiguous representation of gender and class relations which we shall examine in relation to contemporary discourses on middle-class values, religion, science and medicine. Prerequisites: intermediate exam

**Prerequisites for certificate:** regular attendance, active participation in class, oral presentation and term paper For further information:

jana.gohrisch@engsem.uni-hannover.de


**Bemerkung**

ELVE-LSF Kodierung: (b, c) AngA1, AngA2

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**Postmodernist Fiction from South Africa**

**PHIL-26786, SE, SWS: 2**

**Gohrisch**

Mi, wöchentl., 10:00 - 12:00, 18.10.2006 - 03.02.2007, 1502 - 609 (II 609)

**Kommentar**

This course is meant for students who have a double interest in postcolonial literatures and postmodernist fiction and who are willing to work their way through complex fictional and theoretical texts. They will gain knowledge both about South Africa and about postmodernism as a cultural phenomenon and set of aesthetic devices. We shall read and compare J. M. Coetzee's *Foe* (1986), Zakes Mda's *Ways of Dying* (1995) and Zoë Wicomb's *David's Story* (2000) in order to explore why these South African writers adopt writing strategies originally developed in the United States and Western Europe. To answer this question we shall acquire a detailed understanding of South African history, life and politics during and after apartheid as well as during the transition period. As language is one of the most important issues at stake I recommend combining this course with Andrea Sand's seminar on "English in Africa". Prerequisites: intermediate exam
Prerequisites for certificate: regular attendance, active participation in class, oral presentation and term paper For further information:
jana.gohrisch@engsem.uni-hannover.de

The Old South and its (Re)Visions

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"Frankly, my dear, I don't give a damn." With these words, Rhett Butler leaves Scarlett O'Hara at the end of an epic story that has become maybe the epitome of an Old South narrative and film: <Gone With the Wind>. In fact, both David O. Selznick's film (1939) and Margaret Mitchell's novel of the same name (1936) stylize an image of the Old South that is mythical and distorted rather than a reflection of reality. In this respect, <Gone With the Wind> is in line with a number of novels dealing with the American South. Actually written during the Reconstruction era and its aftermath, texts by authors such as George W. Cable (<Old Creole Days>, 1879), Thomas Nelson Page (<In Ole' Virginia>, 1887), Joel Chandler Harris (<Uncle Remus>, 1881), Grace King (<Balcony Stories>, 1893), or Kate Chopin (<Désirée's Baby>, 1893) often evoke the spirit of the antebellum years, i.e., a mythical past and 'idyll' of Southern lifestyle and plantation life. In this class, we will 'give a damn' and trace the literary development of the Old South with a selection of texts oscillating between questions of slavery, secession, family tragedies, racial concerns, nostalgia and a mythical past. Setting out with excerpts from literary texts from the late 19th century, we will then turn to revisions of the South in 20th century literature. Focusing on the so-called 'Southern Renaissance' we will be concerned with William Faulkner's <The Sound and the Fury> (1929) and a variety of excerpts/short stories by authors like Eudora Welty or Flannery O'Connor. These texts can be seen as renegotiations of the Old South to a certain extent, yet they also are continuations of older topics and motifs in many respects. Focusing on questions of race/ethnicity and gender and taking up the context of the civil rights movement, later fictions by Margaret Walker (<Jubilee>, 1966), Josephine Humphreys (<Dreams of Sleep>, 1984), or Alice Walker (<The Color Purple>, 1982) can be read as yet other (more realistic, po


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Storytelling is back in style. Many of the bestselling novels which appeared in the United States during the last years indulge in complicated plot lines, explore grand themes in epic dimensions, and do not shy away from pathos. Questions of identity take centre stage in many of these texts, and often enough they revolve around concepts of race, ethnicity, nationality, and culture. But clearly, the contemporary novel does not return to older paradigms of ethnic storytelling - many of the long-standing constellations of the American ethnic novel are being revised, undermined, juggled around in these texts, and they are tightly conjoined with reflections on sexuality and gender identity, as we will see. Thus, Jeffrey Eugenides casts a new glance at the classical American theme of immigration and ethnic diversity in <Middlesex> (2002), Jessica Hagedorn takes on the history and actuality of American imperialism as tied up in media representations in <Dream Jungle> (2003), Chang-rae Lee enacts contemporary American suburbia as a tangle of identities and self-fashionings in <Aloft> (2004), and Richard Powers reviews the many facets of twentieth-century race relations that go beyond black and white conflict in <The Time of Our Singing> (2003). These are only a handful of examples. Please buy and read <Middlesex> and <The Time of Our Singing> (both are bulky books!) before the semester starts, and check the American Studies homepage for updated information and a list of titles that will be discussed in class: http://www.fbls.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm. And please note: this is a class for readers. If one big book per semester is all that you can stomach, steer clear of this course. Prerequisites: intermediate exam. Please register for this class at the e-mail address given below by 13 October. Prerequisites for certificate: regular attendance, presentation, term paper Language in class: English For further information:
19th Century Melodrama
PHIL-26658, SE, SWS: 2
Ilsemann
Mo, wöchentl., 10:00 - 12:00, 16.10.2006 - 03.02.2007, 1502 - 703 (II 703)
Kommentar Melodrama seems to be a universal dramatic mode that is clearly distinct from tragedy. But it is also the dominant form of drama in the 19th century. We would like to investigate in the course why this is so, looking into the reasons for the emergence of melodrama in England (when, where, general situation, typical manifestations of the type), finding out about the development of theatres in the late 18th and early 19th century, analysing typical figures and typical plots, questioning the role of music in melodramatic plays, and last but not least we would like to establish the relationship between social history and melodramatic presentations. Three texts will be considered: Jerrold's <The Rent Day>, Walker's <The Factory Lad>, and Lewis' <The Bells>. Anyone who would like to take part in the course is requested to apply for participation via e-mail or during my office hours. Please tell me which topic you would like to work with. A list of topics will be available under Downloads from my homepage: http://Hartmut.Ilsemann.phil.uni-hannover.de/downloads/ Prerequisites: intermediate examination or equivalent Prerequisites for certificate: oral presentation, regular attendance, homework, written paper Language in class: English For further information: hartmut.ilsemann@engsem.uni-hannover.de or 762 - 3216
Bemerkung ELVE-LSF Kodierung: (b, c) AngA2

Western Writers, Japanese Films
PHIL-26789, SE, SWS: 2
Köhler
Mo, wöchentl., 14:00 - 16:00, 16.10.2006 - 03.02.2007, 1502 - 609 (II 609)
Kommentar This seminar is concerned with the analysis of three Japanese film adaptions of the work of western writers. We will also thematize the general intricacies of both a change in cultural background and a change of medium, from literature to film. The works of William Shakespeare hardly need introduction. We will have a close look at two outstanding film versions of two of his best-known plays, both made by acclaimed Japanese director Akira Kurosawa. The films in question are <Throne of Blood> (1957, adapted from <Macbeth>) and <Ran> (1985, adapted from <King Lear>). We will investigate the specific strategies of Kurosawa's adaptations, most importantly the use of traditional Japanese Noh and Kabuki theatre as opposed to the conventions of the Elizabethan Stage. The third work in question will be <Kwaidan> (1903), a collection of 'ghost stories' by American expatriate Lafcadio Hearn, who spent most of his life in Japan and had a great interest in the country's traditions and folklore. As in the case of the aforementioned films, the film adaptation of four of these stories by Masaki Kobayashi (<Kwaidan>, 1964) makes use of Japanese theatrical traditions, but is a masterpiece in its own right with its (at that time) almost unprecedented virtuosity in the use of technicolor, editing and music. In all cases, I first want to discuss the original writings briefly, but the main emphasis of the seminar will be on the close analysis of the films and their techniques. The texts by Shakespeare should be available easily, and for our purposes any edition may be used. Hearn's <Kwaidan> is currently available in the edition mentioned below, but you can also download it at www.gutenberg.net. Be prepared to attend at least two extra screenings in the evening, as <Kwaidan> and <Ran> are far too long to be watched in their entirety in class. Prerequisites: intermediate exam Prerequisites for certificate: regular attendance, presentation in class, term paper Language in class
Bemerkung ELVE-LSF Kodierung: S; (b, c) AngA2

Englische Sprachwissenschaft
Computervermittelte Kommunikation
PHIL-26895, SE, SWS: 2
Andrououtsopoulos
Di, wöchentl., 12:00 - 14:00, 17.10.2006 - 03.02.2007, 1502 - 506 (II 506)
Die Veranstaltung führt in Fragestellungen, Methoden und Erkenntnisse der linguistischen Internet-Forschung ein und vertieft ausgewählte Fragen. Nach einer Übersicht über Kommunikationsformen in Internet und World-Wide-Web sind folgende Schwerpunkte geplant: (a) computervermittelte Interaktion: Analyse von Chats und Foren als Gesprächen; Einschränkungen im Vergleich zum direkten Gespräch; Strategien der Herstellung interaktionaler Kohärenz; Strategien des Gesprächs- und Gesichtsmanagements; (b) Diskursanalyse: Wir lernen ein Modell für die Erkennung und Analyse "virtueller Gemeinschaften" kennen (Herring 2004) und überprüfen seine Tauglichkeit durch eigene Auswertungen; (c) Sprachliche Variation: Stellung des Sprachgebrauchs im Internet zwischen Mündlichkeit und Schriftlichkeit; linguistische Unterschiede zwischen verschiedenen Kommunikationsformen; sprachliche Variation nach sozialen Merkmalen der Kommunikierenden (Alter, Geschlecht, Region usw.); Repräsentation von Nonstandard-Varietäten und Mehrsprachigkeit; (d) Weblogs: Hier sollen vorwiegend journalistische Weblogs auf ihren Einfluss auf die öffentliche Sphäre und ihre Rolle als Korrektiv und zugleich Lieferant etablierter Massenmedien thematisiert werden. Leistungsnachweise: Deutsches Seminar: HS Sprachwissenschaft | BA Deutsch Module S3, S4 Englisches Seminar: Hauptseminar Englische Sprachwissenschaft | BA LingA1, LingA2 Lehrgebiet Romanistik: Modul Aufbau Kult 1 Teilnehmerbeschränkung: Diese Veranstaltung ist auf max. 40 Studierende beschränkt. Es gilt die Reihenfolge Ihrer Anmeldung per E-Mail (androutsopoulos@fbls.uni-hannover.de). Die Veranstaltung führt in Fragestellungen, Methoden und Erkenntnisse der linguistischen Internet-Forschung ein und vertieft ausgewählte Fragen. Nach einer Übersicht über Kommunikationsformen in Internet und World-Wide-Web sind folgende Schwerpunkte geplant: (a) computervermittelte Interaktion: Analyse von Chats und Foren im Vergleich zum direkten Gespräch; Strategien der Herstellung interaktionaler Kohärenz; Strategien des Gesprächs- und Gesichtsmanagements; (b) Diskursanalyse: Wir lernen ein Modell für die Erkennung und Analyse "virtueller Gemeinschaften" kennen (Herring 2004) und überprüfen seine Tauglichkeit durch eigene Auswertungen; (c) Sprachliche Variation: Stellung des Sprachgebrauchs im Internet zwischen Mündlichkeit und Schriftlichkeit; linguistische Unterschiede zwischen verschiedenen Kommunikationsformen; sprachliche Variation nach sozialen Merkmalen der Kommunikierenden (Alter, Geschlecht, Region usw.); Repräsentation von Nonstandard-Varietäten und Mehrsprachigkeit; (d) Weblogs: Hier sollen vorwiegend journalistische Weblogs auf ihren Einfluss auf die öffentliche Sphäre und ihre Rolle als Korrektiv und Lieferant etablierter Massenmedien thematisiert werden. Deutsches Seminar: HS Sprachwissenschaft | BA Deutsch Module S3, S4 Englisches Seminar: Hauptseminar Englische Sprachwissenschaft | BA LingA1, LingA2 Lehrgebiet Romanistik: Modul Aufbau Kult 1

Literatur zur Vorbereitung:

Bemerkung
ELVE-LSF Kodierung: (c) LingA1, LingA2 Studiengänge: S 3, S 4 Kodierung: LingA1, LingA2Es wurden 2 Kommentare zusammengezogen.

Medien und Sprachwandel/Media and language change
PHIL-27025, SE, SWS: 2
Androutsopoulos
Do, wöchentl., 10:00 - 12:00, 19.10.2006 - 03.02.2007, 1502 - 506 (II 506)

Kommentar
Medientexte als Quelle der Sprachwandelforschung; Veränderung medialer Normen des Sprechens und Schreibens hin zur Oralisierung, Informalisierung und Diversifizierung; (d) Neue Medien und Sprachwandeln: Lexikalische Auswirkungen digitaler Technologie und Kultur (Neologismen); Pluralisierung schriftsprachlicher Normen (Oralisierung, Destandardisierung) in der Kommunikation über Email, Chat, und SMS und die Frage nach ihrer noch ungeklärten Rückwirkung auf konventionelle gesprochene Sprache. Der erste Teil der Veranstaltung (Wochen 2-10) wird gemeinsam mit Frau Dr. Jane-Stuart Smith (Universität Glasgow) abgehalten, die uns auch Design und Ergebnisse eines aktuellen Forschungsprojekts über Fernsehrezeption und Lautwandel vorstellen wird. Sitzungen in diesem Zeitraum werden zweisprachig (deutsch/englisch) abgehalten. Grundkenntnisse in Soziolinguistik sowie (für Nichtangländer) gute Englischkenntnisse sind für eine erfolgreiche Teilnahme von Vorteil. Leistungsnachweise: Deutsches Seminar: HS Sprachwissenschaft | BA Deutsch Module S3, S4 Englisches Seminar: Hauptseminar Englische Sprachwissenschaft | BA LingA1, LingA2 Lehrgebiet Romanistik: Modul Aufbau Kult 1 Teilnehmerbeschr

Bemerkung

ELVE-LSF Studiengänge: S 3, S 4; LingA1, LingA2 Kodierung: (c) LingA1, LingA2Es wurden 2 Kommentare zusammengezogen.

Literatur


English in Africa

PHIL-26571, SE, SWS: 2

Sand

Do, wöchentl., 10:00 - 12:00, 19.10.2006 - 03.02.2007, 1502 - 703 (II 703)

Kommentar

English was first heard in Africa in the 16th century, and since then it has spread over the entire continent and - as a result of colonisation - has become an official language in approximately one third of all African nations. However, English is certainly not spoken by
one third of the continent's population. The degree to which English is spoken as a native or non-native variety in the various African countries depends mostly on the colonial history, linguistic situation, language policy and language planning programs of these countries respectively. In this course, we will therefore investigate these historical and political issues but we will also have a look at the functions English serves in various African countries and at people's attitude towards this language. We will look at the specific features of various African Engishes to find out whether there is an entity that could be labelled "African English". Although we will examine various Anglophone regions of the African continent, a strong emphasis will be placed on the sociolinguistic situation of South Africa. This class is thus designed to complement Jana Gohrisch's class Postmodernist Fiction from South Africa and students are recommended to attend both classes for a more balanced picture of South African issues regarding language and literature. Prerequisites: intermediate exam or required LingF modules. Please register for this class at the e-mail address given below before October 10, 2006. Places will be assigned on a first come, first served basis. Prerequisites for certificate: regular attendance, active participation, reading assignments, a short presentation and a term paper (ca. 20 pages) Language in class: English Further information: andrea.sand@engsem.uni-hannover.de

Selected Topics in English Grammar
PHIL-26572, SE, SWS: 2
Sand
Do, wöchentl., 16:00 - 18:00, 19.10.2006 - 03.02.2007, 1502 - 703 (II 703)
Kommentar In this class we will analyze some basic problems in syntax, such as syntactic categories or non-finite clauses, from the point of view of some state-of-the-art reference grammars (Quirk et al., Huddleston/Pullum, Biber et al.) and recent theoretical approaches (e.g. cognitive grammar, construction grammar or lexically driven approaches). Our aim is to develop ways of evaluating the advantages and disadvantages of the various approaches under analysis, and to familiarize students with the syntactic concepts and terminology currently used in linguistics. Prerequisites: intermediate exam or required LingF modules Please register for this class at the e-mail address given below before October 10, 2006. Places will be assigned on a first come, first served basis. Prerequisites for certificate: regular attendance, active participation, reading assignments, a short presentation and a term paper (ca. 20 pages) Language in class: English Further information: andrea.sand@engsem.uni-hannover.de

Projects in Linguistics
PHIL-26574, SE, SWS: 2
Schulze
Di, wöchentl., 10:00 - 12:00, 17.10.2006 - 03.02.2007, 1502 - 615 (II 615)
Kommentar Giving an overview of major themes in the areas of linguistics most commonly chosen by students, and introducing the tools and techniques of research, this seminar will provide both theoretical and practical advice on how to choose a research topic, how to collect data and how to analyse them. In order to register for this seminar, you will need to send an e-mail to raischulze@gmx.de by October 10, 2006. The following book will serve as preparatory reading for anyone interested in taking this course: Wray, Alison / Trott, Kate / Bloomer, Aileen: <Projects in Linguistics. A Practical Guide to Researching Language>. (2nd ed.) London, etc.: Arnold 2006 Prerequisites: intermediate exam or required LingF-modules Prerequisites for certificate: regular attendance, active participation, oral presentation in class (plus handout), term paper (ca. 20 pages) Language in class: English Further information, please contact me at: raischulze@gmx.de

Approaches to English Phraseology
PHIL-26575, SE, SWS: 2
Schulze
Di, wöchentl., 16:00 - 18:00, 17.10.2006 - 03.02.2007, 1502 - 703 (II 703)
Fixed expressions, a well-established concept in linguistics, have in recent years received increasing attention in the English-speaking world. It has long been clear to language learners and teachers alike that a native speaker's competence in a language goes well beyond a lexico-semantic knowledge of the individual words and the grammatical rules for combining them into sentences and/or utterances; linguistic competence also includes a familiarity with restricted collocations (such as break the rules), idioms (such as spill the beans in a non-literal sense) and proverbs (such as Revenge is sweet), as well as the ability to produce or understand metaphorical interpretations. The first classes of this seminar will set out to define the basic phraseological concepts 'collocation', 'idiom', 'proverb', 'metaphor' and the related 'compound (-word)'. The remaining classes will explore a series of issues involving analytic, quantitative, computational and lexicographic aspects of fixed expressions. The seminar, in its whole, will be a comprehensive and comprehensible introduction to this blossoming field of linguistics ('spreading contextualization'). In order to register for this seminar, you will need to send an e-mail to raischulze@gmx.de by October 10, 2006. The following book will serve as preparatory reading for anyone interested in taking this course: Allerton, D. J. / Nesselhauf, Nadja / Skandera, Paul (eds.): <Phraseological Units: Basic Concepts and Their Application>. Basel: Schwabe Verlag 2004 Prerequisites: intermediate exam or required LingF modules Prerequisites for certificate: regular attendance, reading assignments, active participation, oral presentation in class (plus handout), term paper (ca. 20 pages) Language in class: English For further information, please contact me at: raischulze@gmx.de
Approaching and Teaching Shakespeare’s <A Midsummernight’s Dream>

PHIL-26652, SE, SWS: 2

Bennett / Blell

Do, wöchentl., 14:00 - 16:00, 19.10.2006 - 03.02.2007, 1502 - 615 (II 615)

Kommentar

Love is the main theme of this sophisticated and popular comedy. The theatrical and lyrical representation of numerous different aspects of love highlights closely related themes such as rationality and emotion, perception and illusion. In writing this play, Shakespeare combined an extraordinary range of poetic styles with a deftly managed, many-layered structure. We are presented with a text which, like a music score, should be regarded as a basis for performance. In this sense it is incomplete, open and full of possibility. Whoever approaches the text and its potential, whether teacher, academic, actor, director, film-maker or whoever, will find themselves negotiating with the text and mediating it within a cultural context. To this extent, the didactic and literary studies components of this seminar are overlapping territories. We shall begin by considering thematic, structural, lyrical, performative and other such aspects in order to gain some understanding of how the play can work. We shall then move on to specifically didactic considerations. Taking a cultural approach, we will look at contemporary learner- and activity-oriented approaches to teaching Shakespeare in the EFL classroom. If learners are encouraged to choose different activities, explore Shakespeare’s texts in a more creative way, and experiment with the playwright, they can make their own interpretations of Shakespeare’s language, characters and stories. Whatever they do, they should remember that Shakespeare wrote his plays to be acted, watched and enjoyed. Participants will be eligible for a certificate in either didactics or literary studies depending on the orientation of their work. Recommended material: For an annotated scholarly text, especially recommended for students wanting a literary studies certificate: Shakespeare, <A Midsummer Night’s Dream> (ed. Peter Holland, 1998). Oxford. ISBN 0192834207. For a primary text devised to help the school teacher, especially recommende

Prerequisites: intermediate exam Language in class: English For further information: ruth.mayer@engsem.uni-hannover.de

Bemerkung ELVE-LSF

Examenskolloquium
PHIL-26626, CO, SWS: 2
Schulze
Mi, wöchentlich, 10:00 - 12:00, 18.10.2006 - 03.02.2007, 1502 - 709 (II 709)

Bemerkung ELVE-LSF

Examenskolloquium
PHIL-26653, CO, SWS: 2
Blell
Di, wöchentlich, 16:00 - 18:00, 17.10.2006 - 03.02.2007, 1502 - 709 (II 709)

Kommentar Hier sind alle Studierenden angesprochen, die eine Examensarbeit planen oder denen eine mündliche Prüfung bevorsteht. Gegenstand der einzelnen Treffen werden die Prüfungsthemen/-vorhaben der TeilnehmerInnen sein. Die Vorstellung des eigenen Themas dient dazu, die fachlichen und methodischen Aspekte der Arbeit/Prüfung in geschütztem Rahmen kritisch zu diskutieren.

Bemerkung ELVE-LSF

Repetitorium für ExamenskandidatInnen
PHIL-26880, CO, SWS: 2

Kommentar There comes a time in everybody's life when they approach their final exams and find that what they know does not correspond with what they think they need to know to pass their exams successfully. Thus, this seminar is designed to make exam candidates fit for tackling the written and oral exams. We will discuss aspects like narrative theory, literary epochs and genres, exam questions, exam Topics, thesis Papers, etc. Prerequisites: apprehension whenever you think of your upcoming exams Prerequisites for Certificate: Sorry, no certificates in this class Language in class: English

Bemerkung ELVE-LSF

Doktorandenkolloquien

Doktorandenkolloquium
PHIL-26611, CO, SWS: 2
Mayer

Kommentar Dieses Kolloquium soll Doktorandinnen und Doktoranden der American Studies die Möglichkeit geben, ihre Projekte im kleinen und privaten Kreis vorzustellen und zu diskutieren.

Bemerkung ELVE-LSF Kodierung: Nach Absprache, auf persönliche Einladung.

Doktorandenkolloquium
PHIL-26654, CO, SWS: 2
Blell / Kupetz

Bemerkung ELVE-LSF

Sonderveranstaltungen

MODULÜBERSICHT: BA-Studiengang
Schlüsselkompetenzen

Projects in Linguistics
PHIL-26574, SE, SWS: 2
Schulze
Di, wöchentl., 10:00 - 12:00, 17.10.2006 - 03.02.2007, 1502 - 615 (II 615)

Kommentar
Giving an overview of major themes in the areas of linguistics most commonly chosen by students, and introducing the tools and techniques of research, this seminar will provide both theoretical and practical advice on how to choose a research topic, how to collect data and how to analyse them. In order to register for this seminar, you will need to send an e-mail to raischulze@gmx.de by October 10, 2006. The following book will serve as preparatory reading for anyone interested in taking this course: Wray, Alison / Trott, Kate / Bloomer, Aileen: <Projects in Linguistics. A Practical Guide to Researching Language>. (2nd ed.) London, etc.: Arnold 2006 Prerequisites: intermediate exam or required LingF-modules Prerequisites for certificate: regular attendance, reading assignments, active participation, oral presentation in class (plus handout), term paper (ca. 20 pages) Language in class: English For further information, please contact me at: raischulze@gmx.de

Computer Mediated Comunication in the EFL Classroom
PHIL-26750, SE, SWS: 2
Fr, wöchentl., 10:00 - 12:00, 20.10.2006 - 03.02.2007, 1502 - 815

Kommentar
E-mails, chats and instant messengers are examples for computer mediated communication (CMC). In the foreign language classroom, they can be useful tools for teaching and learning English. In this course, we will explore the potential and role of CMC in foreign language learning. We will also take a close look at potential tools, methods and scenarios. In hands-on projects, participants will develop showcase materials for teaching. Prerequisites: none Technical prerequisites: You must have an e-mail account and internet access to participate. As we will use Stud.IP in this course, be sure to register at Stud.IP beforehand. Prerequisites for certificate: regular attendance and active participation, oral presentation and course project (including term paper) Language in class: English For further information: phantan@web.de

Western Writers, Japanese Films
PHIL-26789, SE, SWS: 2
Köhler
Mo, wöchentl., 14:00 - 16:00, 16.10.2006 - 03.02.2007, 1502 - 609 (II 609)

Kommentar
This seminar is concerned with the analysis of three Japanese film adaptions of the work of western writers. We will also thematize the general intricacies of both a change in cultural background and a change of medium, from literature to film. The works of William Shakespeare hardly need introduction. We will have a close look at two outstanding film versions of two of his best-known plays, both made by acclaimed Japanese director Akira Kurosawa. The films in question are <Throne of Blood> (1957, adapted from <Macbeth>) and <Ran> (1985, adapted from <King Lear>). We will investigate the specific strategies of Kurosawa's adaptations, most importantly the use of traditional Japanese Noh and Kabuki theatre as opposed to the conventions of the Elizabethan Stage. The third work in question will be <Kwaidan> (1903), a collection of 'ghost stories' by American expatriate Lafcadio Hearn, who spent most of his life in Japan and had a great interest in the country's traditions and folklore. As in the case of the aforementioned films, the film adaptation of four of these stories by Masaki Kobayashi (<Kwaidan>, 1964) makes use of Japanese theatrical traditions, but is a masterpiece in its own right with its (at that time) almost unprecedented virtuosity in the use of technicolor, editing and music. In all cases, I first want to discuss the original writings briefly, but the main emphasis of the seminar will be on the close analysis of the films and their techniques. The texts by Shakespeare should be available easily, and for our purposes any edition may be used. Hearn's <Kwaidan> is currently available in the edition mentioned below, but you can also download it at www.gutenberg.net. Be prepared to attend at least two extra screenings in the evening, as <Kwaidan> and <Ran> are far too long to be watched in their entirety in...
Introduction to Linguistics

PHIL-26563, SE, SWS: 2
Römer
Mi, wöchentl., 10:00 - 12:00, 18.10.2006 - 03.02.2007, 1502 - 003 (II 003)

Kommentar
This course provides a general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on four of the major areas in the study of linguistics: morphology, syntax, semantics, and pragmatics. Time permitting, we will also briefly look at historical, social, psychological, and textual dimensions of linguistic analysis. The following textbook will be used in class and is recommended for purchase: Finegan, Edward. 2004. <Language: Its Structure and Use>. 4th edition. Boston: Wadsworth. ISBN 0-8384-0794-3 (pb). Please make sure that you order your copy of the book asap. If you have problems getting hold of the book, please get in touch with me at ute.roemer@engsem.uni-hannover.de. Prerequisites: none Prerequisites for certificate: regular attendance, active participation in class, homework assignments, end-of-term test (all 'Studienleistungen') Language in class: English For further information please contact me at: ute.roemer@engsem.uni-hannover.de

Introduction to Linguistics

PHIL-26564, SE, SWS: 2
Sand
Fr, wöchentl., 14:00 - 16:00, 20.10.2006 - 03.02.2007, 1502 - 003 (II 003)

Kommentar
This course is designed to provide a general introduction into English linguistics. It is mainly concerned with familiarizing students with the core areas of linguistic study, such morphology, syntax and semantics, but will also introduce historical, social, textual and pragmatic dimensions of linguistic study. We will discuss the major concepts and terms used in linguistic analysis and apply them to data in the form of exercises and text analysis. The textbook mentioned below will be used in class and is highly recommended for purchase. Please obtain a copy of the textbook before the beginning of the semester. Prerequisites: none Prerequisites for certificate: regular attendance, active participation, reading assignments and written home work assignments, final exam ('Studienleistungen'). Language in class: English Further information: andrea.sand@engsem.uni-hannover.de Textbook: Finegan, Edward. 2004. <Language ¿ Its Structure and Use>. 4th edition. Boston: Wadsworth, ISBN 0-8384-0794-3

Exploring the English Lexicon

PHIL-26561, TV, SWS: 2
Schulze
Mo, wöchentl., 14:00 - 16:00, 16.10.2006 - 03.02.2007, 1502 - 003 (II 003)

Kommentar
This lecture is a systematic and accessible introduction to the lexicology of contemporary English. Lexicology is the branch of linguistics that studies all aspects of the vocabulary of a particular language. The lecture will provide an account of the sources of modern English words and will study the development of vocabulary over time. It will examine what constitutes a word, with discussions of words that look and sound the same, words that have several meanings, and 'words' that are made up of more than one word. As well as considering the borrowing of words from other languages throughout the history of English, the lecture will also outline how English forms new words by exploiting the structure of existing words, through processes of derivation and compounding. The lecture will also introduce the vexed question of how words actually mean (reference to external context, relations with other words of similar or opposite meaning, collocational relations, etc.) and examine the contexts in which words are generally used.
Prerequisites: none Prerequisites for certificate (BA students): regular attendance, final exam Language in class: English For further information, please contact:
raischulze@gmx.de

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### LingF3 (Übung)

#### Phonetics

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#### Phonetics

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### Introduction to Phonetics and Phonology

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### LingF4

#### Syntax

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### Semantics

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**Römer**

Di, wöchentl., 10:00 - 12:00, 17.10.2006 - 03.02.2007, 1502 - 703 (II 703)

**Kommentar**

The purpose of this course is to provide an introduction to the study of meaning in language. We will look at the representation of meaning at the lexical and sentential level (with a focus on the former) and address the question how we can best describe meaning in human language. Among other things, we will classify meaning relationships between words and sentences, explore how context affects meaning, and discuss different theoretical approaches to semantics. An important issue will also be what kinds of data we can use in semantic analysis and description. To register for this course, please send an e-mail to ute.roemer@engsem.uni-hannover.de by 10 October 2006. Since class size will be limited, registration for the course is on a first come, first served basis. Readings: We will work with a number of selected articles and excerpts from textbooks which will be made available at the beginning of the semester. Prerequisites: Introduction to Linguistics

Prerequisites for certificate: regular attendance, active participation, short oral presentation in class (plus handout) ('all Studienleistungen'); end-of-term test ('Prüfungsleistung') Language in class: English For further information please contact me at: ute.roemer@engsem.uni-hannover.de

**Bemerkung**

ELVE-LSF Kodierung: LingF5

**Acts of Identity**

PHIL-26570, SE, SWS: 2

**Sand**

Fr, wöchentl., 10:00 - 12:00, 20.10.2006 - 03.02.2007, 1502 - 609 (II 609)

**Kommentar**

Have you ever considered how much the way you talk has to do with who you are or want to be? The title of this seminar harks back to one of the most influential publications on this question, namely Robert LePage and Andréé Tabouret-Keller's book *Acts of Identity: Creole-based Approaches to Language and Ethnicity* (Cambridge: CUP 1985), which has been widely discussed, not only in the context of creole-speaking communities, but for any kind of sociolinguistic variation as well. During the course of the semester, we will look at central issues of LePage and Tabouret-Keller's approach, as well as related models, such as identity theory, gender theory, the social network model, accommodation theory, identity construction through styles (Eckert) or language attitude studies. On a more data-oriented level, a number of linguistic case studies will help to evaluate the applicability of the various theoretical concepts we study. Prerequisites: Introduction to Linguistics Please register for this class at the e-mail address given below before October 10, 2006. Places will be assigned on a first come, first served basis. Prerequisites for certificate: regular attendance, active participation, one oral presentation ('Studienleistungen'), final exam ('Prüfungsleistung') Language in class: English Further information: andrea.sand@engsem.uni-hannover.de

**Bemerkung**

ELVE-LSF Kodierung: LingF5

**Word Formation**

PHIL-26573, SE, SWS: 2

**Schulze**

Mo, wöchentl., 10:00 - 12:00, 16.10.2006 - 03.02.2007, 1502 - 609 (II 609)

**Kommentar**

This seminar is an introduction to the study of word-formation, that is, the ways in which new words are built on the bases of other words (e.g. happy - happy-ness). The seminar's didactic aim is to enable students with basic linguistic knowledge to do their own practical analyses of complex words. The students will be familiarized with the necessary methodological tools to obtain and analyze relevant data and will be shown how to relate their findings to theoretical problems and debates. The seminar will not take as its starting point the perspective of a particular theoretical framework; rather, it will draw on insights from various research traditions, thus reflecting important methodological and theoretical developments in the field. The following book will be used in class and is recommended for purchase: Plag, Ingo (2003): *Word-Formation in English*. Cambridge: Cambridge University Press. In order to register for this seminar, you will need to send an e-mail to raischulze@gmx.de by October 9, 2006. Prerequisites: Introduction to Linguistics Prerequisites for certificate: regular attendance, reading assignments, active participation, final exam Language in class: English For further information, please contact: raischulze@gmx.de

**Winter 2006/07**

451
Computervermittelte Kommunikation

PHIL-26895, SE, SWS: 2
Androutsopoulos
Di, wöchentl., 12:00 - 14:00, 17.10.2006 - 03.02.2007, 1502 - 506 (II 506)

Kommentar
Die Veranstaltung führt in Fragestellungen, Methoden und Erkenntnisse der linguistischen Internet-Forschung ein und vertieft ausgewählte Fragen. Nach einer Übersicht über Kommunikationsformen im Internet und World-Wide-Web sind folgende Schwerpunkte geplant: (a) computervermittelte Interaktion: Analyse von Chats und Foren als Gesprächen; Einschränkungen im Vergleich zum direkten Gespräch; Strategien der Herstellung interaktionaler Kohärenz; Strategien des Gesprächs- und Gesichtsmanagements; (b) Diskursanalyse: Wir lernen ein Modell für die Erkennung und Analyse "virtueller Gemeinschaften" kennen (Herring 2004) und überprüfen seine Tauglichkeit durch eigene Auswertungen; (c) Sprachliche Variation: Stellung des Sprachgebrauchs im Internet zwischen Mündlichkeit und Schriftlichkeit; linguistische Unterschiede zwischen verschiedenen Kommunikationsformen; sprachliche Variation nach sozialen Merkmalen der Kommunikierenden (Alter, Geschlecht, Region usw.); Repräsentation von Nonstandard-Varietäten und von Mehrsprachigkeit; (d) Weblogs: Hier sollen vorwiegend journalistische Weblogs auf ihren Einfluss auf die öffentliche Sphäre und ihre Rolle als Korrettiv und zugleich Lieferant etablierter Massenmedien thematisiert werden. Leistungsnachweise: Deutsches Seminar: HS Sprachwissenschaft | BA Deutsch Module S3, S4 Englisches Seminar: Hauptseminar Englische Sprachwissenschaft | BA LingA1, LingA2 Lehrgebiet Romanistik: Modul Aufbau Kult 1 Teilnehmerbeschränkung: Diese Veranstaltung ist auf max. 40 Studierende beschränkt. Es gilt die Reihenfolge Ihrer Anmeldung per E-Mail (androutsopoulos@fbls.uni-hannover.de).

Deutsches Seminar: HS Sprachwissenschaft | BA Deutsch Module S3, S4 Englisches Seminar: Hauptseminar Englische Sprachwissenschaft | BA LingA1, LingA2 Lehrgebiet Romanistik: Modul Aufbau Kult 1

Literatur zur Vorbereitung:

Bemerkung
ELVE-LSF Kodierung: (c) LingA1, LingA2 Studiengänge: S 3, S 4 Kodierung: LingA1, LingA2 Es wurden 2 Kommentare zusammengezogen.

Medien und Sprachwandl/Media and language change

PHIL-27025, SE, SWS: 2
Androutsopoulos
Do, wöchentl., 10:00 - 12:00, 19.10.2006 - 03.02.2007, 1502 - 506 (II 506)

Kommentar
Sprachwandelforschung betrachten wir Sprachwandel in und durch Medien unter vier diachronen und synchronen Gesichtspunkten: (a) Sprachwandel durch Massenmedien: Gesicherter und vermuteter bzw. umstrittener Einfluss von Medien- auf die Gegenwartssprache im Hinblick auf Wortschatz, Phraseologie und Idiomatik (Neologismen, Transfer fachsprachlicher Lexik, Modewörter), Phonologie, Syntax und Spracheinstellungen; (b) Mediensprache als stilistische Ressource: Aneignung und Verarbeitung von Mediensprache in Alltagsgesprächen; (c) Sprachwandel in den Massenmedien: Mediensprache als Spiegel von Tendenzen der Gegenwartssprache; Medientexte als Quelle der Sprachwandelforschung; Veränderung medialer Normen des Sprechens und Schreibens hin zur Oralisierung, Informalisierung und Diversifizierung; (d) Neue Medien und Sprachwandel: Lexikalische Auswirkungen digitaler Technologie und Kultur (Neologismen); Pluralisierung schriftsprachlicher Normen (Oralisierung, Destandardisierung) in der Kommunikation über Email, Chat, und SMS und die Frage nach ihrer noch ungeklärten Rückwirkung auf konventionelle geschriebene Sprache. Der erste Teil der Veranstaltung (Wochen 2-10) wird gemeinsam mit Frau Dr. Jane-Stuart Smith (Universität Glasgow) abgehalten, die uns auch Design und Ergebnisse eines aktuellen Forschungsprojekts über Fernsehrezeption und Lautwandel vorstellen wird. Sitzungen in diesem Zeitraum werden zweisprachig (deutsch/englisch) abgehalten. Grundkenntnisse in Soziolinguistik sowie (für Nichtanglisten) gute Englischkenntnisse sind für eine erfolgreiche Teilnahme von Vorteil. Leistungsnachweise: Deutsches Seminar: HS Sprachwissenschaft | BA Deutsch Module S3, S4 Englisches Seminar: Hauptseminar Englische Sprachwissenschaft | BA LingA1, LingA2 Lehrgebiet Romanistik: Modul Aufbau Kult 1 ____________ Die Schnittstelle zwischen Sprachwandel und Massen- bzw. Neuen Medien ist relativ wenig erforscht, dafür aktueller denn je. Nach einer Einführung in Grundbegriffe der Sprachwandelforschung betrachten wir Sprachwandel in und durch Medien unter vier diachronen und synchronen Gesichtspunkten: (a) Sprachwandel durch Massenmedien: Gesicherter und vermuteter bzw. umstritten der Einfluss von Medien- auf die Gegenwartssprache im Hinblick auf Wortschatz, Phraseologie und Idiomatik (Neologismen, Transfer fachsprachlicher Lexik, Modewörter), Phonologie, Syntax und Spracheinstellungen; (b) Mediensprache als stilistische Ressource: Aneignung und Verarbeitung von Mediensprache in Alltagsgesprächen; (c) Sprachwandel in den Massenmedien: Mediensprache als Spiegel von Tendenzen der Gegenwartssprache; Medientexte als Quelle der Sprachwandelforschung; Veränderung medialer Normen des Sprechens und Schreibens hin zur Oralisierung, Informalisierung und Diversifizierung; (d) Neue Medien und Sprachwandel: Lexikalische Auswirkungen digitaler Technologie und Kultur (Neologismen); Pluralisierung schriftsprachlicher Normen (Oralisierung, Destandardisierung) in der Kommunikation über Email, Chat, und SMS und die Frage nach ihrer noch ungeklärten Rückwirkung auf konventionelle geschriebene Sprache. Der erste Teil der Veranstaltung (Wochen 2-10) wird gemeinsam mit Frau Dr. Jane-Stuart Smith (Universität Glasgow) abgehalten, die uns auch Design und Ergebnisse eines aktuellen Forschungsprojekts über Fernsehrezeption und Lautwandel vorstellen wird. Sitzungen in diesem Zeitraum werden zweisprachig (deutsch/englisch) abgehalten. Grundkenntnisse in Soziolinguistik sowie (für Nichtanglisten) gute Englischkenntnisse sind für eine erfolgreiche Teilnahme von Vorteil. Leistungsnachweise: Deutsches Seminar: HS Sprachwissenschaft | BA Deutsch Module S3, S4 Englisches Seminar: Hauptseminar Englische Sprachwissenschaft | BA LingA1, LingA2 Lehrgebiet Romanistik: Modul Aufbau Kult 1 Teilnehmerbeschr

Bemerkung ELVE-LSF Studiengänge: S 3, S 4; LingA1, LingA2 Kodierung: (c) LingA1, LingA2Es wurden 2 Kommentare zusammengezogen.

Literatur
English in Africa
PHIL-26571, SE, SWS: 2
Sand
Do, wöchentl., 10:00 - 12:00, 19.10.2006 - 03.02.2007, 1502 - 703 (II 703)
Kommentar

English was first heard in Africa in the 16th century, and since then it has spread over the entire continent and - as a result of colonisation - has become an official language in approximately one third of all African nations. However, English is certainly not spoken by one third of the continent's population. The degree to which English is spoken as a native or non-native variety in the various African countries depends mostly on the colonial history, linguistic situation, language policy and language planning programs of these countries respectively. In this course, we will therefore investigate these historical and political issues but we will also have a look at the functions English serves in various African countries and at people's attitude towards this language. We will look at the specific features of various African Englishes to find out whether there is an entity that could be labelled "African English". Although we will examine various Anglophone regions of the African continent, a strong emphasis will be placed on the sociolinguistic situation of South Africa. This class is thus designed to complement Jana Gohrisch's class Postmodernist Fiction from South Africa and students are recommended to attend both classes for a more balanced picture of South African issues regarding language and literature. Prerequisites: intermediate exam or required LingF modules. Please register for this class at the e-mail address given below before October 10, 2006. Places will be assigned on a first come, first served basis. Prerequisites for certificate: regular attendance, active participation, reading assignments, a short presentation and a term paper (ca. 20 pages) Language in class: English Further information: andrea.sand@engsem.uni-hannover.de

Bemerkung

Selected Topics in English Grammar
PHIL-26572, SE, SWS: 2
Sand
Do, wöchentl., 16:00 - 18:00, 19.10.2006 - 03.02.2007, 1502 - 703 (II 703)
Kommentar

In this class we will analyze some basic problems in syntax, such as syntactic categories or non-finite clauses, from the point of view of some state-of-the-art reference grammars (Quirk et al., Huddleston/Pullum, Biber et al.) and recent theoretical approaches (e.g. cognitive grammar, construction grammar or lexically driven approaches). Our aim is to develop ways of evaluating the advantages and disadvantages of the various approaches under analysis, and to familiarize students with the syntactic concepts and terminology currently used in linguistics. Prerequisites: intermediate exam or required LingF modules. Please register for this class at the e-mail address given below before October 10, 2006. Places will be assigned on a first come, first served basis. Prerequisites for certificate: regular attendance, active participation, reading assignments, a short presentation and a term paper (ca. 20 pages) Language in class: English Further information: andrea.sand@engsem.uni-hannover.de

Bemerkung

Projects in Linguistics
PHIL-26574, SE, SWS: 2
Schulze
Di, wöchentl., 10:00 - 12:00, 17.10.2006 - 03.02.2007, 1502 - 615 (II 615)
Kommentar

Giving an overview of major themes in the areas of linguistics most commonly chosen by students, and introducing the tools and techniques of research, this seminar will provide both theoretical and practical advice on how to choose a research topic, how to collect data and how to analyse them. In order to register for this seminar, you will need to send an e-mail to raischulze@gmx.de by October 10, 2006. The following book will serve as preparatory reading for anyone interested in taking this course: Wray, Alison / Trott, Kate / Bloomer, Aileen: <Projects in Linguistics. A Practical Guide to Researching Language>. (2nd ed.) London, etc.: Arnold 2006 Prerequisites: intermediate exam or required LingF-modules. Prerequisites for certificate: regular attendance, reading assignments, active participation, oral presentation in class (plus handout), term paper (ca. 20 pages) Language in class: English For further information, please contact me at:
Fixed expressions, a well-established concept in linguistics, have in recent years received increasing attention in the English-speaking world. It has long been clear to language learners and teachers alike that a native speaker's competence in a language goes well beyond a lexico-semantic knowledge of the individual words and the grammatical rules for combining them into sentences and/or utterances; linguistic competence also includes a familiarity with restricted collocations (such as break the rules), idioms (such as spill the beans in a non-literal sense) and proverbs (such as Revenge is sweet), as well as the ability to produce or understand metaphorical interpretations. The first classes of this seminar will set out to define the basic phraseological concepts 'collocation', 'idiom', 'proverb', 'metaphor' and the related 'compound (-word)'. The remaining classes will explore a series of issues involving analytic, quantitative, computational and lexicographic aspects of fixed expressions. The seminar, in its whole, will be a comprehensive and comprehensible introduction to this blossoming field of linguistics ('spreading contextualization'). In order to register for this seminar, you will need to send an e-mail to raischulze@gmx.de by October 10, 2006. The following book will serve as preparatory reading for anyone interested in taking this course: Allerton, D. J. / Nesselhauf, Nadja / Skandera, Paul (eds.): <Phraseological Units: Basic Concepts and Their Application>. Basel: Schwabe Verlag 2004 Preerequisites: intermediate exam or required LingF modules Prerequisites for certificate: regular attendance, reading assignments, active participation, oral presentation in class (plus handout), term paper (ca. 20 pages) Language in class: English For further information, please contact me at: raischulze@gmx.de
Gesprächs- und Gesichtsmanagements; (b) Diskursanalyse: Wir lernen ein Modell für die Erkennung und Analyse "virtueller Gemeinschaften" kennen (Herring 2004) und überprüfen seine Tauglichkeit durch eigene Auswertungen; (c) Sprachliche Variation: Stellung des Sprachgebrauchs im Internet zwischen Mündlichkeit und Schriftlichkeit; linguistische Unterschiede zwischen verschiedenen Kommunikationsformen; sprachliche Variation nach sozialen Merkmalen der Kommunikierenden (Alter, Geschlecht, Region usw.); Repräsentation von Nonstandard-Varietäten und Mehrsprachigkeit; (d) Weblogs: Hier sollen vorwiegend journalistische Weblogs auf ihren Einfluss auf die öffentliche Sphäre und ihre Rolle als Korrektiv und Lieferant etablierter Massenmedien thematisiert werden. Deutsches Seminar: HS Sprachwissenschaft | BA Deutsch Module S3, S4 Englisches Seminar: Hauptseminar Englische Sprachwissenschaft | BA LingA1, LingA2 Lehrgebiet Romanistik: Modul Aufbau Kult 1

Literatur zur Vorbereitung:


Bemerkung ELVE-LSF Kodierung: (c) LingA1, LingA2 Studiengänge: S 3, S 4 Kodierung: LingA1, LingA2Es wurden 2 Kommentare zusammengezogen.

Medien und Sprachwandel/Media and language change

PHIL-27025, SE, SWS: 2
Androutsopoulos
Do, wöchentl., 10:00 - 12:00, 19.10.2006 - 03.02.2007, 1502 - 506 (II 506)

Kommentar

Die Schnittstelle zwischen Sprachwandel und Massen- bzw. Neuen Medien ist relativ wenig erforscht, dafür aktueller denn je. Nach einer Einführung in Grundbegriffe der Sprachwandelforschung betrachten wir Sprachwandel in und durch Medien unter vier diachronen und synchronen Gesichtspunkten: (a) Sprachwandel durch Massenmedien: Gesicherter und vermuteter bzw. umstrittener Einfluss von Medien- auf die Gegenwartssprache im Hinblick auf Wortschatz, Phraseologie und Idiomatik (Neologismen, Transfer fachsprachlicher Lexik, Modewörter), Phonologie, Syntax und Spracheinstellungen; (b) Mediensprache als stilistische Ressource: Aneignung und Verarbeitung von Mediensprache in Alltagsgesprächen; (c) Sprachwandel in den Massenmedien: Mediensprache als Spiegel von Tendenzen der Gegenwartssprache; Medientexte als Quelle der Sprachwandelforschung; Veränderung medialer Normen des Sprechens und Schreibens hin zur Oralisierung, Informalisierung und Diversifizierung; (d) Neue Medien und Sprachwandel: Lexikalische Auswirkungen digitaler Technologie und Kultur (Neologismen); Pluralisierung schriftsprachlicher Normen (Oralisierung, Destandardisierung) in der Kommunikation über Email, Chat, und SMS und die Frage nach ihrer noch ungeklärten Rückwirkung auf konventionelle geschriebene Sprache. Der erste Teil der Veranstaltung (Wochen 2-10) wird gemeinsam mit Frau Dr. Jane-Stuart Smith (Universität Glasgow) abgehalten, die uns auch Design und Ergebnisse eines aktuellen Forschungsprojekts über Fernsehrezeption und Lautwandel vorstellen wird. Sitzungen in diesem Zeitraum werden zweisprachig (deutsch/englisch) abgehalten. Grundkenntnisse in Soziolinguistik sowie (für Nichtanglisten) gute Englischkenntnisse sind für eine erfolgreiche Teilnahme von Vorteil. Leistungsnachweise: Deutsches Seminar: HS Sprachwissenschaft | BA Deutsch Module S3, S4 Englisches Seminar: Hauptseminar Englische Sprachwissenschaft | BA LingA1, LingA2 Lehrgebiet Romanistik: Modul Aufbau Kult 1

Die Schnittstelle zwischen Sprachwandel und Massen- bzw. Neuen Medien ist relativ wenig erforscht, dafür aktueller denn je. Nach einer Einführung in Grundbegriffe der Sprachwandelforschung betrachten wir Sprachwandel in und durch Medien unter vier diachronen und synchronen Gesichtspunkten: (a) Sprachwandel durch Massenmedien: Gesicherter und vermuteter bzw. umstrittener Einfluss von Medien- auf die Gegenwartssprache im Hinblick auf Wortschatz, Phraseologie und Idiomatik (Neologismen, Transfer fachsprachlicher Lexik, Modewörter), Phonologie, Syntax und Spracheinstellungen; (b) Mediensprache als stilistische Ressource: Aneignung und Verarbeitung von Mediensprache in Alltagsgesprächen; (c) Sprachwandel in den Massenmedien: Mediensprache als Spiegel von Tendenzen der Gegenwartssprache; Medientexte als Quelle der Sprachwandelforschung; Veränderung medialer Normen des Sprechens und Schreibens hin zur Oralisierung, Informalisierung und Diversifizierung; (d) Neue Medien und Sprachwandel: Lexikalische Auswirkungen digitaler Technologie und Kultur (Neologismen); Pluralisierung schriftsprachlicher Normen (Oralisierung, Destandardisierung) in der Kommunikation über Email, Chat, und SMS und die Frage nach ihrer noch ungeklärten Rückwirkung auf konventionelle geschriebene Sprache. Der erste Teil der Veranstaltung (Wochen 2-10) wird gemeinsam mit Frau Dr. Jane-Stuart Smith (Universität Glasgow) abgehalten, die uns auch Design und Ergebnisse eines aktuellen Forschungsprojekts über Fernsehrezeption und Lautwandel vorstellen wird. Sitzungen in diesem Zeitraum werden zweisprachig (deutsch/englisch) abgehalten. Grundkenntnisse in Soziolinguistik sowie (für Nichtanglisten) gute Englischkenntnisse sind für eine erfolgreiche Teilnahme von Vorteil. Leistungsnachweise: Deutsches Seminar: HS Sprachwissenschaft | BA Deutsch Module S3, S4 Englisches Seminar: Hauptseminar Englische Sprachwissenschaft | BA LingA1, LingA2 Lehrgebiet Romanistik: Modul Aufbau Kult 1

Die Schnittstelle zwischen Sprachwandel und Massen- bzw. Neuen Medien ist relativ wenig erforscht, dafür aktueller denn je. Nach einer Einführung in Grundbegriffe der Sprachwandelforschung betrachten wir Sprachwandel in und durch Medien unter vier diachronen und synchronen Gesichtspunkten: (a) Sprachwandel durch Massenmedien: Gesicherter und vermuteter bzw. umstrittener Einfluss von Medien- auf die Gegenwartssprache im Hinblick auf Wortschatz, Phraseologie und Idiomatik (Neologismen, Transfer fachsprachlicher Lexik, Modewörter), Phonologie, Syntax und Spracheinstellungen; (b) Mediensprache als stilistische Ressource: Aneignung und Verarbeitung von Mediensprache in Alltagsgesprächen; (c) Sprachwandel in den Massenmedien: Mediensprache als Spiegel von Tendenzen der Gegenwartssprache; Medientexte als Quelle der Sprachwandelforschung; Veränderung medialer Normen des Sprechens und Schreibens hin zur Oralisierung, Informalisierung und Diversifizierung; (d) Neue Medien und Sprachwandel: Lexikalische Auswirkungen digitaler Technologie und Kultur (Neologismen); Pluralisierung schriftsprachlicher Normen (Oralisierung, Destandardisierung) in der Kommunikation über Email, Chat, und SMS und die Frage nach ihrer noch ungeklärten Rückwirkung auf konventionelle geschriebene Sprache. Der erste Teil der Veranstaltung (Wochen 2-10) wird gemeinsam mit Frau Dr. Jane-Stuart Smith (Universität Glasgow) abgehalten, die uns auch Design und Ergebnisse eines aktuellen Forschungsprojekts über Fernsehrezeption und Lautwandel vorstellen wird. Sitzungen in diesem Zeitraum werden zweisprachig (deutsch/englisch) abgehalten. Grundkenntnisse in Soziolinguistik sowie (für Nichtanglisten) gute Englischkenntnisse sind für eine erfolgreiche Teilnahme von Vorteil. Leistungsnachweise: Deutsches Seminar: HS Sprachwissenschaft | BA Deutsch Module S3, S4 Englisches Seminar: Hauptseminar Englische Sprachwissenschaft | BA LingA1, LingA2 Lehrgebiet Romanistik: Modul Aufbau Kult 1

Die Schnittstelle zwischen Sprachwandel und Massen- bzw. Neuen Medien ist relativ wenig erforscht, dafür aktueller denn je. Nach einer Einführung in Grundbegriffe der Sprachwandelforschung betrachten wir Sprachwandel in und durch Medien unter vier diachronen und synchronen Gesichtspunkten: (a) Sprachwandel durch Massenmedien: Gesicherter und vermuteter bzw. umstrittener Einfluss von Medien- auf die Gegenwartssprache im Hinblick auf Wortschatz, Phraseologie und Idiomatik (Neologismen, Transfer fachsprachlicher Lexik, Modewörter), Phonologie, Syntax und Spracheinstellungen; (b) Mediensprache als stilistische Ressource: Aneignung und Verarbeitung von Mediensprache in Alltagsgesprächen; (c) Sprachwandel in den Massenmedien: Mediensprache als Spiegel von Tendenzen der Gegenwartssprache; Medientexte als Quelle der Sprachwandelforschung; Veränderung medialer Normen des Sprechens und Schreibens hin zur Oralisierung, Informalisierung und Diversifizierung; (d) Neue Medien und Sprachwandel: Lexikalische Auswirkungen digitaler Technologie und Kultur (Neologismen); Pluralisierung schriftsprachlicher Normen (Oralisierung, Destandardisierung) in der Kommunikation über Email, Chat, und SMS und die Frage nach ihrer noch ungeklärten Rückwirkung auf konventionelle geschriebene Sprache. Der erste Teil der Veranstaltung (Wochen 2-10) wird gemeinsam mit Frau Dr. Jane-Stuart Smith (Universität Glasgow) abgehalten, die uns auch Design und Ergebnisse eines aktuellen Forschungsprojekts über Fernsehrezeption und Lautwandel vorstellen wird. Sitzungen in diesem Zeitraum werden zweisprachig (deutsch/englisch) abgehalten. Grundkenntnisse in Soziolinguistik sowie (für Nichtanglisten) gute Englischkenntnisse sind für eine erfolgreiche Teilnahme von Vorteil. Leistungsnachweise: Deutsches Seminar: HS Sprachwissenschaft | BA Deutsch Module S3, S4 Englisches Seminar: Hauptseminar Englische Sprachwissenschaft | BA LingA1, LingA2 Lehrgebiet Romanistik: Modul Aufbau Kult 1
Sprachwandelforschung; Veränderung medialer Normen des Sprechens und Schreibens hin zur Oralisierung, Informalisierung und Diversifizierung; (d) Neue Medien und Sprachwandel: Lexikalische Auswirkungen digitaler Technologie und Kultur (Neologismen); Pluralisierung schriftsprachlicher Normen (Oralisierung, Destandardisierung) in der Kommunikation über Email, Chat, und SMS und die Frage nach ihrer noch ungeklärten Rückwirkung auf konventionelle geschriebene Sprache. Der erste Teil der Veranstaltung (Wochen 2-10) wird gemeinsam mit Frau Dr. Jane-Stuart Smith (Universität Glasgow) abgehalten, die uns auch Design und Ergebnisse eines aktuellen Forschungsprojekts über Fernsehrezeption und Lautwandel vorstellen wird. Sitzungen in diesem Zeitraum werden zweisprachig (deutsch/englisch) abgehalten. Grundkenntnisse in Soziolinguistik sowie (für Nichtanglisten) gute Englischkenntnisse sind für eine erfolgreiche Teilnahme von Vorteil. Leistungsnachweise: Deutsches Seminar: HS Sprachwissenschaft | BA Deutsch Module S3, S4 Englisches Seminar: Hauptseminar Englische Sprachwissenschaft | BA LingA1, LingA2 Lehrgebiet Romanistik: Modul Aufbau Kult 1 Teilnehmerbeschr

Bemerkung
ELVE-LSF Studiengänge: S 3, S 4; LingA1, LingA2 Kodierung: (c) LingA1, LingA2Es wurden 2 Kommentare zusammengezogen.

Literatur

English in Africa
PHIL-26571, SE, SWS: 2
Sand
Do, wöchentl., 10:00 - 12:00, 19.10.2006 - 03.02.2007, 1502 - 703 (II 703)

Kommentar
English was first heard in Africa in the 16th century, and since then it has spread over the entire continent and - as a result of colonisation - has become an official language in approximately one third of all African nations. However, English is certainly not spoken by one third of the continent's population. The degree to which English is spoken as a native or non-native variety in the various African countries depends mostly on the colonial history, linguistic situation, language policy and language planning programs of these countries respectively. In this course, we will therefore investigate these historical and political issues but we will also have a look at the functions English serves in various African countries and at people's attitude towards this language. We will look at the specific features of various African Englishes to find out whether there is an entity that could be labelled "African English". Although we will examine various Anglophone regions of the African continent, a strong emphasis will be placed on the sociolinguistic situation of South Africa. This class is thus designed to complement Jana Gohrisch's class Postmodernist Fiction from South Africa and students are recommended to attend both classes for a more balanced picture of South African issues regarding language and literature. Prerequisites: intermediate exam or required LingF modules. Please register for this class at the e-mail address given below before October 10, 2006. Places will be assigned on a first come, first served basis. Prerequisites for certificate: regular attendance, active participation, reading assignments, a short presentation and a term paper (ca. 20 pages) Language in class: English Further information: andrea.sand@engsem.uni-hannover.de

Bemerkung
ELVE-LSF Kodierung: LingA1, LingA2

Selected Topics in English Grammar
PHIL-26572, SE, SWS: 2
Sand
Do, wöchentl., 16:00 - 18:00, 19.10.2006 - 03.02.2007, 1502 - 703 (II 703)
Kommentar
In this class we will analyze some basic problems in syntax, such as syntactic categories or non-finite clauses, from the point of view of some state-of-the-art reference grammars (Quirk et al., Huddleston/Pullum, Biber et al.) and recent theoretical approaches (e.g. cognitive grammar, construction grammar or lexically driven approaches). Our aim is to develop ways of evaluating the advantages and disadvantages of the various approaches under analysis, and to familiarize students with the syntactic concepts and terminology currently used in linguistics. Prerequisites: intermediate exam or required LingF modules
Please register for this class at the e-mail address given below before October 10, 2006. Places will be assigned on a first come, first served basis. Prerequisites for certificate: regular attendance, active participation, reading assignments, a short presentation and a term paper (ca. 20 pages) Language in class: English Further information:
andrea.sand@engsem.uni-hannover.de

Bemerkung
ELVE-LSF Kodierung: LingA1, LingA2

Projects in Linguistics
PHIL-26574, SE, SWS: 2
Schulze
Di, wöchentl., 10:00 - 12:00, 17.10.2006 - 03.02.2007, 1502 - 615 (II 615)
Kommentar
Giving an overview of major themes in the areas of linguistics most commonly chosen by students, and introducing the tools and techniques of research, this seminar will provide both theoretical and practical advice on how to choose a research topic, how to collect data and how to analyse them. In order to register for this seminar, you will need to send an e-mail to raischulze@gmx.de by October 10, 2006. The following book will serve as preparatory reading for anyone interested in taking this course: Wray, Alison / Trott, Kate / Bloomer, Aileen: <Projects in Linguistics. A Practical Guide to Researching Language>. (2nd ed.) London, etc.: Arnold 2006 Prerequisites: intermediate exam or required LingF-modules Prerequisites for certificate: regular attendance, reading assignments, active participation, oral presentation in class (plus handout), term paper (ca. 20 pages) Language in class: English For further information, please contact me at: raischulze@gmx.de

Bemerkung
ELVE-LSF Kodierung: LingA1, LingA2

Approaches to English Phraseology
PHIL-26575, SE, SWS: 2
Schulze
Di, wöchentl., 16:00 - 18:00, 17.10.2006 - 03.02.2007, 1502 - 703 (II 703)
Kommentar
Fixed expressions, a well-established concept in linguistics, have in recent years received increasing attention in the English-speaking world. It has long been clear to language learners and teachers alike that a native speaker's competence in a language goes well beyond a lexico-semantic knowledge of the individual words and the grammatical rules for combining them into sentences and/or utterances; linguistic competence also includes a familiarity with restricted collocations (such as break the rules), idioms (such as spill the beans in a non-literal sense) and proverbs (such as Revenge is sweet), as well as the ability to produce or understand metaphorical interpretations. The first classes of this seminar will set out to define the basic phraseological concepts 'collocation', 'idiom', 'verbal', 'metaphor' and the related 'compound (-word)'. The remaining classes will explore a series of issues involving analytic, quantitative, computational and lexicographic aspects of fixed expressions. The seminar, in its whole, will be a comprehensive and comprehensible introduction to this blossoming field of linguistics ('spreading contextualization'). In order to register for this seminar, you will need to send an e-mail to raischulze@gmx.de by October 10, 2006. The following book will serve as preparatory reading for anyone interested in taking this course: Allerton, D. J. / Nesselhauf, Nadja / Skandera, Paul (eds.): <Phraseological Units: Basic Concepts and Their Application>. Basel: Schwabe Verlag 2004 Prerequisites: intermediate exam or required LingF modules Prerequisites for certificate: regular attendance, reading assignments, active participation, oral presentation in class (plus handout), term paper (ca. 20 pages) Language in class: English For further information, please contact me at: raischulze@gmx.de

Bemerkung
ELVE-LSF Kodierung: LingA1, LingA2

AngF1
Introduction to Literature Analysis

Winter 2006/07 458
PHIL-26656, SE, SWS: 2
Ilsemann
Fr, wöchentl., 10:00 - 12:00, 27.10.2006 - 03.02.2007, 1502 - 703 (II 703)
Kommentar In this seminar we will deal with drama, poetry and prose fiction, each type represented by text examples. We will establish the distinctive features of each type of text, and we will also consider what they have in common. The main focus will be on questions of analysis, the communication model plays an important role here, as does the concept of point-of-view. Verse and metre will become familiar terms. The theoretical and formal concepts will be explained with textual evidence and then utilised in descriptions of text passages. As well as doing weekly homework, every participant will present a topic in class as the basis for a paper that will be submitted and graded. The formal requirements for writing a paper successfully will also be discussed in detail. There will be a final test that BA students can choose as part of their examination scheme. The material required for the course is available on my reserve shelf in the library and should be copied beforehand. This procedure replaces the charge for handouts as in previous terms. Alternatively, it is possible to download the manuscript from my homepage: http://hartmut.ilsemann.phil.uni-hannover.de/downloads/ Prerequisites: Please note that I will not accept students in this class who put their names on previous participation lists and then after they had been given dates and topics quit the course without further notice. Prerequisites for certificate: oral presentation, regular attendance, homework, written paper, final exam Language in class: English For further information: hartmut.ilsemann@engsem.uni-hannover.de or 762 - 3216

Bemerkung ELVE-LSF Kodierung: (b) AngF1

Introduction to English Literary Studies
PHIL-26867, SE, SWS: 2
Gohrisch
Mi, wöchentl., 08:00 - 10:00, 18.10.2006 - 03.02.2007, 1502 - 613 (II 613)
Kommentar This course is designed as a general introduction into English Literary Studies. It has two aims: firstly, to acquaint students with the different theoretical models and methodological approaches to literature based on the textbook by Vera and Ansgar Nünning and, secondly, to enable students to develop analytical skills using examples from English poetry, prose, drama and film. In addition to the textbook (which you are asked to buy) we shall read Shakespeare's "Sonnet 73" and the first act of <Othello> as well as short stories by Thomas Hardy and Virginia Woolf. Moreover, students will learn to make sense of a difficult theoretical text, to compile a bibliography and to write a term paper. Prerequisites: none Prerequisites for certificate: regular attendance, active participation in class, reading and written homework assignments, final exam Language in class: English For further information: jana.gohrisch@engsem.uni-hannover.de Textbook: Vera and Ansgar Nünning. <An Introduction to the Study of English and American Literature>. Translated from the German by Jane Dewhurst. Stuttgart: Klett 2005. ISBN 3-12-939619-5

Bemerkung ELVE-LSF Kodierung: AngF1

AngF2

Introduction to the Study of British Cultures
PHIL-26798, TV, SWS: 2
Bennett
Di, wöchentl., 14:00 - 16:00, 17.10.2006 - 03.02.2007, 1502 - 103 (II 103)
Kommentar The aims of this lecture are 1. to provide a broad introduction to major institutional, social and cultural aspects of modern British society, and 2. to give insight into current debates and conflicts in British culture. We shall look at each in terms of the other and, with the support of historical background and some cultural theory, try to come to a better understanding of the complexity, fluidity and plurality of modern British culture. BA students are recommended to buy <British Civilization: An Introduction> by John Oakfield (5th edition, Routledge 2002 unless the 6th edition has been published in the meantime). The lecture will follow the structure of the book, but will add much to it, especially in respect of the latest developments. All students are welcome to attend. BA students will have to pass a written examination in the final teaching week. Prerequisites: None
Prerequisites for certificate: regular attendance, final written examination Language in class: English For further information: peter.bennett@engsem.uni-hannover.de

**AngF3**

**Plays of the Irish Renaissance**

PHIL-26787, SE, SWS: 2

Köhler

Do, wöchentl., 12:00 - 14:00, 19.10.2006 - 03.02.2007, 1502 - 609 (II 609)

Kommentar At the end of the 19th century, Ireland entered a decisive phase of its political and cultural history, culminating in political independence from England in the 1920s. An important factor in this development was the so-called 'Irish Cultural Revival' or 'Irish Renaissance' that began in the 1880s. It combined a reappraisal of Irish tradition with its stories about legendary heroes and the otherworld and a re-evaluation of the political potential of the Gaelic language. One of the central events in the cultural revival was the foundation of the Irish Literary Theatre in 1899 (later the Abbey Theatre). It aimed at being a specifically Irish theatre, opposing the conventionality of the British stage, and centering on subject matters derived from folklore and the life of the peasants in the west of the country. In this seminar, we will have a closer look at plays from that crucial period and investigate the cultural and political backgrounds of the time. The plays in question were written by some of the central figures of the revival, most importantly William Butler Yeats and John Millington Synge. As these plays tend to be rather short, we will read and discuss at least five or six of them, depending on the number of participants and presentations. So far on the agenda are <Cathleen-Ni-Houlihan>, <On Baile's Strand> and <At the Hawk's Well> by W.B.Yeats, <Riders to the Sea> and <The Playboy of the Western World> by J.M. Synge, and one play (yet to be specified) by Lady Augusta Gregory. The Gregory play will be available on my reserve shelf at the FBL. The other texts should be bought by the participants. I recommend the two editions mentioned below, but any other edition of the plays by Yeats and Synge may be used as well.

Prerequisites: none Prerequisites for certificate: regular attendance, presentation in class, term paper Language in class: English For further information: thomas.koehler@engsem.uni-hannover.de or 762 - 2412 Literature: Finneran, Ri

**AngF4**

**Postcolonial Literatures**

PHIL-26878, SE, SWS: 2

Grünkemeier

Di, wöchentl., 14:00 - 16:00, 17.10.2006 - 03.02.2007, 1502 - 709 (II 709)

Kommentar Bitte beachten Sie die Aushänge am Brett des Lehrgebiets "Anglistik"! Bei Fragen steht Ihnen Frau Prof. Dr. Jana Gohrisch gerne zur Verfügung.

**Studying English Literature**

PHIL-26879, SE, SWS: 2

Grünkemeier

Mi, wöchentl., 10:00 - 12:00, 18.10.2006 - 03.02.2007, 1502 - 615 (II 615)

Kommentar Bitte beachten Sie die Aushänge am Brett des Lehrgebiets "Anglistik"! Bei Fragen steht Ihnen Frau Prof. Dr. Jana Gohrisch gerne zur Verfügung.

**AngF5**

**Regional Britain**

PHIL-26657, SE, SWS: 2

Ilsemann

Do, wöchentl., 14:00 - 16:00, 19.10.2006 - 03.02.2007, 1502 - 703 (II 703)
Regional Britain deals with clearly defined areas of industrial, commercial and cultural interest and influences the country's economic geography. The main target is to analyse spatial phenomena like the Potteries, the Black Country, the London Pool, etc. in their historical development and their present state. In the field of agriculture we shall look into the spatial and historical differentiations between subsistence farming, extensive and intensive farming and adjacent markets. As far as industrial areas are concerned the question of raw materials in a given area is important, likewise the growth of the predominant industry in its technological, labour force and market-related dimensions. In the service sector problems of centralization and communications will be discussed, and the growth of urban communities - agglomerations like London in particular - will be a central part of the seminar. Anyone who would like to take part in the course is requested to apply for participation via email or during my office hours. Please tell me which topic you would like to work with. A list of topics will be available under Downloads from my homepage: http://Hartmut.Ilsemann.phil.uni-hannover.de/downloads/ Prerequisites: none Prerequisites for certificate: oral presentation, regular attendance, homework, written paper Language in class: English For further information: hartmut.ilsemann@engsem.uni-hannover.de or 762 - 3216

Bemerkung ELVE-LSF Kodierung: Sen; (a, c) AngF5

**Postcolonial Literatures**

PHIL-26878, SE, SWS: 2
Grünkemeier

Di, wöchentl., 14:00 - 16:00, 17.10.2006 - 03.02.2007, 1502 - 709 (II 709)

**Kommentar** Bitte beachten Sie die Aushänge am Brett des Lehrgebiets "Anglistik"! Bei Fragen steht Ihnen Frau Prof. Dr. Jana Gohrisch gerne zur Verfügung.

**Bemerkung** ELVE-LSF Kodierung: (b, c) AngF4, AngF5

**Studying English Literature**

PHIL-26879, SE, SWS: 2
Grünkemeier

Mi, wöchentl., 10:00 - 12:00, 18.10.2006 - 03.02.2007, 1502 - 615 (II 615)

**Kommentar** Bitte beachten Sie die Aushänge am Brett des Lehrgebiets "Anglistik"! Bei Fragen steht Ihnen Frau Prof. Dr. Jana Gohrisch gerne zur Verfügung.

**Bemerkung** ELVE-LSF Kodierung: (b, c) AngF4, AngF5

**Gender and Class in George Eliot's <Middlemarch>**

PHIL-26784, SE, SWS: 2
Gohrisch

Di, wöchentl., 16:00 - 18:00, 17.10.2006 - 03.02.2007, 1502 - 609 (II 609)

**Kommentar** The course provides an in-depth study of one of the key texts of 19th-century literature, George Eliot's <Middlemarch> (1871/72). We will adopt the somewhat unusual format of reading just one major text for several reasons. Combining a variety of critical approaches ranging from textual and biographical criticism to feminist and cultural criticism we shall use the novel to practice our analytical skills in narratology with special emphasis on point-of-view and focalization, characterization and plot design. If time allows we will watch and discuss a sequence from the 1994 BBC adaptation of the novel by Anthony Page. The central thematic focus of the course is the ambiguous representation of gender and class relations which we shall examine in relation to contemporary discourses on middle-class values, religion, science and medicine. Prerequisites: intermediate exam. Prerequisites for certificate: regular attendance, active participation in class, oral presentation and term paper. For further information: jana.gohrisch@engsem.uni-hannover.de Text: George Eliot. <Middlemarch>. Ed. by W. J. Harvey. London: Penguin 1985. You may use any other proper Penguin or Oxford edition of the novel but NOT the Penguin Popular Classics edition.

**Bemerkung** ELVE-LSF Kodierung: (b, c) AngA1, AngA2

**Postmodernist Fiction from South Africa**

PHIL-26786, SE, SWS: 2
Gohrisch
Mi, wöchentl., 10:00 - 12:00, 18.10.2006 - 03.02.2007, 1502 - 609 (II 609)
Kommentar This course is meant for students who have a double interest in postcolonial literatures and postmodernist fiction and who are willing to work their way through complex fictional and theoretical texts. They will gain knowledge both about South Africa and about postmodernism as a cultural phenomenon and set of aesthetic devices. We shall read and compare J. M. Coetzee's <Foe> (1986), Zakes Mda's <Ways of Dying> (1995) and Zoé Wicomb's <David's Story> (2000) in order to explore why these South African writers adopt writing strategies originally developed in the United States and Western Europe. To answer this question we shall acquire a detailed understanding of South African history, life and politics during and after apartheid as well as during the transition period. As language is one of the most important issues at stake I recommend combining this course with Andrea Sand's seminar on "English in Africa". Prerequisites: intermediate exam
Prerequisites for certificate: regular attendance, active participation in class, oral presentation and term paper For further information: jana.gohrisch@engsem.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: (b, c) AngA1, AngA2

Western Writers, Japanese Films
PHIL-26789, SE, SWS: 2
Köhler
Mo, wöchentl., 14:00 - 16:00, 16.10.2006 - 03.02.2007, 1502 - 609 (II 609)
Kommentar This seminar is concerned with the analysis of three Japanese film adaptions of the work of western writers. We will also thematize the general intricacies of both a change in cultural background and a change of medium, from literature to film. The works of William Shakespeare hardly need introduction. We will have a close look at two outstanding film versions of two of his best-known plays, both made by acclaimed Japanese director Akira Kurosawa. The films in question are <Throne of Blood> (1957, adapted from <Macbeth>) and <Ran> (1985, adapted from <King Lear>). We will investigate the specific strategies of Kurosawa's adaptations, most importantly the use of traditional Japanese Noh and Kabuki theatre as opposed to the conventions of the Elizabethan Stage. The third work in question will be <Kwaidan> (1903), a collection of 'ghost stories' by American expatriate Lafcadio Hearn, who spent most of his life in Japan and had a great interest in the country's traditions and folklore. As in the case of the aforementioned films, the film adaptation of four of these stories by Masaki Kobayashi (<Kwaidan>, 1964) makes use of Japanese theatrical traditions, but is a masterpiece in its own right with its (at that time) almost unprecedented virtuosity in the use of technicolor, editing and music. In all cases, I first want to discuss the original writings briefly, but the main emphasis of the seminar will be on the close analysis of the films and their techniques. The texts by Shakespeare should be available easily, and for our purposes any edition may be used. Hearn's <Kwaidan> is currently available in the edition mentioned below, but you can also download it at www.gutenberg.net. Be prepared to attend at least two extra screenings in the evening, as <Kwaidan> and <Ran> are far too long to be watched in their entirety in class. Prerequisites: intermediate exam Prerequisites for certificate: regular attendance, presentation in class, term paper Language in class

Bemerkung ELVE-LSF Kodierung: StG; (b, c) AngA1, AngA2

AngA2

Approaching and Teaching Shakespeare's <A Midsummernight's Dream>
PHIL-26652, SE, SWS: 2
Bennett / Bell
Do, wöchentl., 14:00 - 16:00, 19.10.2006 - 03.02.2007, 1502 - 615 (II 615)
Kommentar Love is the main theme of this sophisticated and popular comedy. The theatrical and lyrical representation of numerous different aspects of love highlights closely related themes such as rationality and emotion, perception and illusion. In writing this play, Shakespeare combined an extraordinary range of poetic styles with a deftly managed, many-layered structure. We are presented with a text which, like a music score, should be regarded as a basis for performance. In this sense it is incomplete, open and full of possibility. Whoever approaches the text and its potential, whether teacher, academic, actor, director, film-maker or whoever, will find themselves negotiating with the text and

Winter 2006/07 462
mediating it within a cultural context. To this extent, the didactic and literary studies components of this seminar are overlapping territories. We shall begin by considering thematic, structural, lyrical, performative and other such aspects in order to gain some understanding of how the play can work. We shall then move on to specifically didactic considerations. Taking a cultural approach, we will look at contemporary learner- and activity-oriented approaches to teaching Shakespeare in the EFL classroom. If learners are encouraged to choose different activities, explore Shakespeare's texts in a more creative way, and experiment with the playwright, they can make their own interpretations of Shakespeare's language, characters and stories. Whatever they do, they should remember that Shakespeare wrote his plays to be acted, watched and enjoyed. Participants will be eligible for a certificate in either didactics or literary studies depending on the orientation of their work. Recommended material: For an annotated scholarly text, especially recommended for students wanting a literary studies certificate: Shakespeare, <A Midsummer Night's Dream> (ed. Peter Holland, 1998). Oxford. ISBN 0192834207.

For a primary text devised to help the school teacher, especially recommended:

Bemerkung
ELVE-LSF Kodierung: (b, c) AngA2 / DidA1, DidA2

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Early Modern Utopias

PHIL-26718, SE, SWS: 2
Birnner
Mi, wöchentl., 10:00 - 12:00, 18.10.2006 - 03.02.2007, 1502 - 703 (II 703)

Kommentar
This seminar will discuss and analyse early modern utopias: Thomas More's <Utopia> and Bacon's <New Atlantis>. <Utopia> is Thomas More's most celebrated book. It gave a new word to the English language, one which is based on Greek ('ou' - not and 'topos' - place) and means 'nowhere'. It was originally written in Latin and published on the continent. This points to the humanistic context of its conception, which will be the starting point of our discussion. As it was also translated into English in the 16th century the knowledge of Latin is not required for participation, but we might avail ourselves of your Kleines Latinum for an occasional clarification of difficult passages. With Humanism the knowledge of antiquity became more important and well founded than it had been in the Middle Ages. As we go along in our discussion of More's <Utopia>, texts by Plato and Aristotle will be discussed as source material for <Utopia>. There are also, however, late Medieval texts which I consider most important for More's text. As far as I know they have up to now not yet been discussed in connection with <Utopia>. This is the Latin 'Collatio Alexandri et Dindium' which also exists in a German version together with a Middle English version (which will be translated into modern English) of this widely read text discussed in Medieval schools. One main concern, however, will be an analysis of More's text itself, which will also, hopefully, establish a sound background for the second text to be discussed in depth: Fancis Bacon's, the politician's and philosopher's <New Atlantis>, which clearly heralds in the new age of scientific discovery and invention. With regard to <New Atlantis> we shall also analyse the text in the history of science, which was more advanced and quite different from Bacon's thinking. For the purpose of this seminar, it is essential not to use modernized versions but to have the following texts: Thomas More, <Utopia>, Everyman Classics Francis Bacon, <New A

Bemerkung
ELVE-LSF Kodierung: AngA2

Gender and Class in George Eliot's <Middlemarch>

PHIL-26784, SE, SWS: 2
Gohrisch
Di, wöchentl., 16:00 - 18:00, 17.10.2006 - 03.02.2007, 1502 - 609 (II 609)

Kommentar
The course provides an in-depth study of one of the key texts of 19th-century literature, George Eliot's <Middlemarch> (1871/72). We will adopt the somewhat unusual format of reading just one major text for several reasons. Combining a variety of critical approaches ranging from textual and biographical criticism to feminist and cultural criticism we shall use the novel to practice our analytical skills in narratology with special emphasis on point-of-view and focalization, characterization and plot design. If time allows we will watch and discuss a sequence from the 1994 BBC adaptation of the novel by Anthony Page. The central thematic focus of the course is the ambiguous representation of gender and class relations which we shall examine in relation to contemporary discourses on middle-class values, religion, science and medicine. Prerequisites: intermediate exam

Prerequisites for certificate: regular attendance, active participation in class, oral
presentation and term paper For further information:

Postmodernist Fiction from South Africa
PHIL-26786, SE, SWS: 2
Gohrisch
Mi, wöchentl., 10:00 - 12:00, 18.10.2006 - 03.02.2007, 1502 - 609 (II 609)
Kommentar This course is meant for students who have a double interest in postcolonial literatures and postmodernist fiction and who are willing to work their way through complex fictional and theoretical texts. They will gain knowledge both about South Africa and about postmodernism as a cultural phenomenon and set of aesthetic devices. We shall read and compare J. M. Coetzee's <Foe> (1986), Zakes Mda's <Ways of Dying> (1995) and Zoë Wicomb's <David's Story> (2000) in order to explore why these South African writers adopt writing strategies originally developed in the United States and Western Europe. To answer this question we shall acquire a detailed understanding of South African history, life and politics during and after apartheid as well as during the transition period. As language is one of the most important issues at stake I recommend combining this course with Andrea Sand's seminar on "English in Africa". Prerequisites: intermediate exam Prerequisites for certificate: regular attendance, active participation in class, oral presentation and term paper For further information:
jana.gohrisch@engsem.uni-hannover.de

Bemerkung ELVE-LSF Kodierung: (b, c) AngA1, AngA2

19th Century Melodrama
PHIL-26658, SE, SWS: 2
Ilsemann
Mo, wöchentl., 10:00 - 12:00, 16.10.2006 - 03.02.2007, 1502 - 703 (II 703)
Kommentar Melodrama seems to be a universal dramatic mode that is clearly distinct from tragedy. But it is also the dominant form of drama in the 19th century. We would like to investigate in the course why this is so, looking into the reasons for the emergence of melodrama in England (when, where, general situation, typical manifestations of the type), finding out about the development of theatres in the late 18th and early 19th century, analysing typical figures and typical plots, questioning the role of music in melodramatic plays, and last but not least we would like to establish the relationship between social history and melodramatic presentations. Three texts will be considered: Jerrold's <The Rent Day>, Walker's <The Factory Lad>, and Lewis' <The Bells>. Anyone who would like to take part in the course is requested to apply for participation via e-mail or during my office hours. Please tell me which topic you would like to work with. A list of topics will be available under Downloads from my homepage:
http://Hartmut.Ilsemann.phil.uni-hannover.de/downloads/ Prerequisites: intermediate examination or equivalent Prerequisites for certificate: oral presentation, regular attendance, homework, written paper Language in class: English For further information:
hartmut.ilsemann@engsem.uni-hannover.de or 762 - 3216

Bemerkung ELVE-LSF Kodierung: S; (b, c) AngA2

Western Writers, Japanese Films
PHIL-26789, SE, SWS: 2
Köhler
Mo, wöchentl., 14:00 - 16:00, 16.10.2006 - 03.02.2007, 1502 - 609 (II 609)
Kommentar This seminar is concerned with the analysis of three Japanese film adaptions of the work of western writers. We will also thematize the general intricacies of both a change in cultural background and a change of medium, from literature to film. The works of William Shakespeare hardly need introduction. We will have a close look at two outstanding film versions of two of his best-known plays, both made by acclaimed Japanese director Akira Kurosawa. The films in question are <Throne of Blood> (1957, adapted from <Macbeth>) and <Ran> (1985, adapted from <King Lear>). We will investigate the specific strategies of Kurosawa's adaptions, most importantly the use of traditional Japanese Noh and
Kabuki theatre as opposed to the conventions of the Elizabethan Stage. The third work in question will be <em>Kwaidan</em> (1903), a collection of 'ghost stories' by American expatriate Lafcadio Hearn, who spent most of his life in Japan and had a great interest in the country's traditions and folklore. As in the case of the aforementioned films, the film adaptation of four of these stories by Masaki Kobayashi (<em>Kwaidan</em>, 1964) makes use of Japanese theatrical traditions, but is a masterpiece in its own right with its (at that time) almost unprecedented virtuosity in the use of technicolor, editing and music. In all cases, I first want to discuss the original writings briefly, but the main emphasis of the seminar will be on the close analysis of the films and their techniques. The texts by Shakespeare should be available easily, and for our purposes any edition may be used. Hearn's <em>Kwaidan</em> is currently available in the edition mentioned below, but you can also download it at www.gutenberg.net. Be prepared to attend at least two extra screenings in the evening, as <em>Kwaidan</em> and <em>Ran</em> are far too long to be watched in their entirety in class. Prerequisites: intermediate exam Prerequisites for certificate: regular attendance, presentation in class, term paper Language in class

Bemerkung
ELVE-LSF Kodierung: StG; (b, c) AngA1, AngA2

AmerF1

Introduction to Literary and Cultural Studies (American Studies)

PHIL-26601, SE, SWS: 2
Künne

Mi, wöchentl., 08:30 - 10:00, 18.10.2006 - 03.02.2007, 1502 - 609 (II 609)

Kommentar
Beginn: 08:30 s.t. This class provides an introduction to methods of interpretation and analysis, focusing on the field of US literary and cultural history. We will discuss a variety of genres and text sorts ranging from prose (Nella Larson's novel <em>Passing</em>), drama (David Henry Hwang's play <em>M. Butterfly</em>), poetry, to film (Orson Welles's <em>Touch of Evil</em>). Please purchase <em>Passing</em> (Penguin; available at www.amazon.de). A reader with additional course material will be made available at the beginning of the semester. Please register for this class through the registration sheets (7th floor, English department) before Wednesday, 11 October 2006, 1 p.m. If you decide to study American Studies, this AmerF1 class is the only introductory class available. Before the beginning of the semester, the final class syllabus and proceedings can be downloaded from the American Studies website at:
http://www.fb.uni-hannover.de/angli/amst/profil_kuenemann/courses_kuenemann.htm
Prerequisites: none Prerequisites for certificate: regular attendance, one written assignment, presentation, test Language in class: English For further information:
v.kuenemann@engsem.uni-hannover.de

Bemerkung
ELVE-LSF Kodierung: AmerF1

AmerF2

American Literature and Culture from the Beginnings to the 1850s

PHIL-26600, TV, SWS: 2
Mayer

Mo, wöchentl., 10:00 - 12:00, 16.10.2006 - 03.02.2007, 1502 - 003 (II 003)

Kommentar
This lecture will provide an introduction to early American culture and literature, focusing on the emergence of a national ideology against the backdrop of ethnic and social clashes and gender differentiations. We will try to come to terms with the fact that only one version of the stories of discovery and colonization has survived, and cast a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution and independence. A reader with course material will be made available at the beginning of the class. For general reference (not only for this class) I recommend buying <em>Metzler Amerikanische Literaturgeschichte</em>, ed. Hubert Zapf (new revised edition, Stuttgart: Metzler, 2004) and <em>The Enduring Vision. A History of the American People</em> (concise edition, complete), ed. Clark Boyer et al. (Boston: Houghton Mifflin, 2005). Both are standard textbooks. For updated information about the course, please also refer to http://www.fb.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm
Prerequisites: none Prerequisites for certificate: regular attendance, assignments, final exam Language in class: English For further information:
In the first half of the 19th century, as the young Republic was coming into its own, philosophical and literary texts recounted and enacted the national 'project' of the United States from various perspectives, often reviewing the American past in order to get a grip on the American future. In retrospect, the period was called 'The American Renaissance' and we will see that the term does make sense in view of the many new beginnings and revisionary approaches of the time. We'll look into the philosophical and political writing of the period (from Ralph Waldo Emerson's *Nature* to Henry David Thoreau's "Resistance to Civil Government," Margaret Fuller's *Woman in the Nineteenth Century*, and Frederick Douglass' "What to the Slave is the Fourth of July?"), and read poetry (Walt Whitman, Emily Dickinson) and fiction (Nathaniel Hawthorne's *The Scarlet Letter*, shorter pieces by Herman Melville, including "Bartleby the Scrivener", Edgar Allan Poe's "The Man of the Crowd") to get a feel for the spirit of the time. Please purchase and read Hawthorne's *The Scarlet Letter*. Additional course material will be made available in a reader at the beginning of the course. For updated information about the course, please also refer to: http://www.fbls.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm

Prerequisites: none. Please register for this class at the e-mail address given below by 13 October. Prerequisites for certificate: regular attendance, preparation, reading quizzes, annotated bibliography, written paper Language in class: English For further information: ruth.mayer@engsem.uni-hannover.de

Music has always had a profound influence on poetry, revealing itself not only in the musicality of poetic language or structural analogies, but also in direct references to music. In this seminar we will reflect upon the relationship between the two arts and look at how American poets from the 19th century until the present day have related to music in different ways. Theories regarding the intermedial phenomenon of musico-poetics will be considered in terms of the 'musicality' of poetry, the comparison of the two arts and different possibilities of their interrelation. On the basis of this theoretical framework we will discuss poems by authors of the American Renaissance and American modernism, but also look at blues and jazz poetry as well as contemporary American poetry. We will discover how music functions not only as an inspirational source, but also as a means of self-reflection in these poems. Although the focus will be on different manifestations of music in poetry, other issues of cross-fertilization between the two arts will be addressed in the seminar. Aspects of performance will also play a role, as we will recite poems in class in order to experience their musical effect. This interdisciplinary seminar is open both to students of English and Music. No previous knowledge of music is required; however, a general interest in classical and/or jazz music is desirable. A reader with the poems and secondary texts will be made available at the beginning of the term. Please register for this class at the e-mail address given below by 13 October. Prerequisites: none. Prerequisites for certificate: regular attendance, short presentation in class, writing assignments, term paper Language in class: English For further information: reginaschober80@web.de
American Indian Captivity Narratives
PHIL-26604, SE, SWS: 2
Schneller
Mi, wöchentl., 08:30 - 10:00, 18.10.2006 - 03.02.2007, 1502 - 615 (II 615)
Kommentar Beginn: 08:30 s.t.
American Indian captivity narratives represent a genuine and popular American genre and reflect the hegemonic, antagonistic, yet ambiguous relationship between, in particular, the white and indigenous populations of North America. Within the 'typical' American Indian captivity framework, Native Americans function as the captors and whites, often women and children, as the captives. American Indian captivity narratives are, thus, often an autobiographical text in which released, escaped, or acculturated captives write about living with Indians for a few days up to nearly a lifetime. Often as the survivors of trying ordeals, the writers of such narratives are motivated by, for example, religious, propagandistic, social, economic, or personal reasons.
Throughout the semester, we will explore political events, historical trends, and cultural phenomena surrounding American Indian captivity narratives written between the late 17th and the late 19th century. Reading a diverse selection of narratives primarily written by women, we will be confronted with questions pertaining to authorship and readership, the complex relationship between fact and fiction, and notions of barbarity and civilization. Furthermore, we will consider race, gender, and familial relations, the issues of victimization and survival, and topics such as violence, miscegenation, and transculturation.
Please purchase Kathryn Zabelle Derounian-Stodola's anthology, *Women's Indian Captivity Narratives* (ISBN 0140436715). Bring this text to the first class. Please also order Lorenzo D. Oatman and Olive A. Oatman's *The Captivity of the Oatman Girls* (ISBN 0486280780). Before the first class, please read *A True History of the Captivity and Restoration of Mrs. Mary Rowlandson* (1682), which is included in the anthology. A reader with additional course material will be made available at the beginning of the semester. If you want to take this course, please send me an e-mail by 20 September.
Prerequisites: none
Prerequisites for certificate: regular attendance, short writing assignments, short presentation, term paper (10 - 12 pages)
Language in class: English
For further information: jill.schneller@engsem.uni-hannover.de

AmerA1
The Old South and its (Re)Visions
PHIL-26608, SE, SWS: 2
Künemann
Di, wöchentl., 12:00 - 14:00, 17.10.2006 - 03.02.2007, 1502 - 609 (II 609)
Kommentar
"Frankly, my dear, I don't give a damn." With these words, Rhett Butler leaves Scarlett O'Hara at the end of an epic story that has become maybe the epitome of an Old South narrative and film: *Gone With the Wind*. In fact, both David O. Selznick's film (1939) and Margaret Mitchell's novel of the same name (1936) stylize an image of the Old South that is mythical and distorted rather than a reflection of reality. In this respect, *Gone With the Wind* is in line with a number of novels dealing with the American South. Actually written during the Reconstruction era and its aftermath, texts by authors such as George W. Cable (*Old Creole Days*, 1879), Thomas Nelson Page (*In Ole' Virginina*, 1887), Joel Chandler Harris (*Uncle Remus*, 1881), Grace King (*Balcony Stories*, 1893), or Kate Chopin (*Désiree's Baby*, 1893) often evoke the spirit of the antebellum years, i.e., a mythical past and 'idyll' of Southern lifestyle and plantation life. In this class, we will 'give a damn' and trace the literary development of the Old South with a selection of texts oscillating between questions of slavery, secession, family tragedies, racial concerns, nostalgia and a mythical past. Setting out with excerpts from literary texts from the late 19th century, we will then turn to revisions of the South in 20th century literature. Focusing on the so-called 'Southern Renaissance' we will be concerned with William Faulkner's *The Sound and the Fury* (1929) and a variety of excerpts/short stories by authors like Eudora Welty or Flannery O'Connor. These texts can be seen as
renegotiations of the Old South to a certain extent, yet they also are continuations of older topics and motifs in many respects. Focusing on questions of race/ethnicity and gender and taking up the context of the civil rights movement, later fictions by Margaret Walker (<Jubilee>, 1966), Josephine Humphreys (<Dreams of Sleep>, 1984), or Alice Walker (<The Color Purple>, 1982) can be read as yet other (more realistic, po

PHIL-26609, SE, SWS: 2
Mayer
Mo, wöchentl., 16:00 - 18:00, 16.10.2006 - 03.02.2007, 1502 - 609 (II 609)
Kommentar Storytelling is back in style. Many of the bestselling novels which appeared in the United States during the last years indulge in complicated plot lines, explore grand themes in epic dimensions, and do not shy away from pathos. Questions of identity take centre stage in many of these texts, and often enough they revolve around concepts of race, ethnicity, nationality, and culture. But clearly, the contemporary novel does not return to older paradigms of ethnic storytelling - many of the long-standing constellations of the American ethnic novel are being revised, undermined, juggled around in these texts, and they are tightly conjoined with reflections on sexuality and gender identity, as we will see. Thus, Jeffrey Eugenides casts a new glance at the classical American theme of immigration and ethnic diversity in <Middlesex> (2002), Jessica Hagedorn takes on the history and actuality of American imperialism as tied up in media representations in <Dream Jungle> (2003), Chang-rae Lee enacts contemporary American suburbia as a tangle of identities and self-fashionings in <Aloft> (2004), and Richard Powers reviews the many facets of twentieth-century race relations that go beyond black and white conflict in <The Time of Our Singing> (2003). These are only a handful of examples. Please buy and read <Middlesex> and <The Time of Our Singing> (both are bulky books!) before the semester starts, and check the American Studies homepage for updated information and a list of titles that will be discussed in class: http://www.fbls.uni-hannover.de/angli/amst/profil_mayer/courses_mayer.htm. And please note: this is a class for readers. If one big book per semester is all that you can stomach, steer clear of this course. Prerequisites: intermediate exam. Please register for this class at the e-mail address given below by 13 October. Prerequisites for certificate: regular attendance, presentation, term paper Language in class: English For further information: ruth.mayer@engs

AmerA2

Welcome to the Desert of the Real>: History, Trauma, and Popular Culture
PHIL-26603, SE, SWS: 2
Meyer
Do, wöchentl., 10:00 - 12:00, 19.10.2006 - 03.02.2007, 1502 - 609 (II 609)
Kommentar This (advanced) undergraduate course starts out to explain what comics are and to provide a historical overview, from <The Yellow Kid> to <In the Shadow of No Towers>. The course aims to deepen our understanding of the origins and development of comics or the graphic novel and popular culture in the United States. Art Spiegelman's two volumes <Maus: My Father Bleeds History> and <Maus II: Here My Troubles Began> as well as his recent book <In the Shadow of No Towers> are put into the center of attention in our class discussions. We will explore comics as forms and interpretations to ask how catastrophic events are/can be remembered. In conversation with recent readings at the juncture of trauma, memory, visuality, and performance (e.g. Dominick LaCapra, Hayden White, Cathy Caruth, Shoshana Felman, Dori Laub, James Edward Young, Aleida Assmann) this course will address cases drawn from the Holocaust, the Vietnam War, and 9/11. Students will submit periodic written homework and deliver an in-class oral presentation (approx. 15 minutes). Further requirements are: regular attendance and active participation; as a 'Prüfungsleistung' students will write a final seminar paper (10 - 12 pages, approx. 5,000 words). A reader will be made available at the FBL (reserve shelf or "Stork" copy shop). The syllabus will also be made available on this website at the beginning of the winter term 2006/2007. For further information, please see: http://www.fbls.uni-hannover.de/angli/amst/profil_cristina_meyer/courses_meyer.htm
Please purchase Art Spiegelman's <The Complete Maus> (Penguin Books, 2003) and <In the Shadow of No Towers> (Pantheon Books, 2004), both available at amazon (total: approx. 40 euros). To participate in this class, please register at the e-mail address given below by 13 October. Prerequisites for BA students: module Foundations American Studies 2 Language in class: English For further information: christina.meyer@engsem.uni-hannover.de

"Entertainer, Painkiller, Vast Wasteland, Companion to the Lonely, White Noise, Thief of Time...", or, is it?: Conceptualizations of Television in U.S. Literature

PHIL-26607, SE, SWS: 2
Mo, wöchentl., 12:00 - 14:00, 16.10.2006 - 03.02.2007, 1502 - 615 (II 615)
Kommentar "The most dangerous thing about television for U.S. fiction writers is that we don't take it seriously enough as both a disseminator and a definer of the cultural atmosphere we breathe and process," claims American novelist David Foster Wallace in his survey of the relationship between fiction and television, and he addresses an important point. Although fiction writers in the United States began to incorporate television in their narratives as early as the late 1950s and continued to do so until the present day, and although this development led to a fruitful examination of the impact "the Tube" has had on American culture, it has never been a univocally happy marriage between literature and TV. Analogously to the role television plays in cultural debates, literary responses to television have oscillated between contempt and approval, derision and fascination, anxiety and indifference, sending a mixed message as to what this medium means for contemporary culture. Thus, in this class we will be primarily concerned with the "vexed television-literature relationship" (Cecelia Tichi), with special emphasis on postmodern literature's engagements with TV. The class will be subdivided into two main parts: In the (theoretical) first part, the central aspects to be covered will be the development of the medium television in post-war America and the question as to what exactly this buzzword postmodernism, both with respect to culture and literature, designates. Apart from this, the question of intellectuals’ relationship to popular culture via their treatment of "low cultural" television and the question of the links between commercial culture, consumption, and television - an "art whose primary aim is to make money" (David Foster Wallace) - will play a role in our discussion. In the second part of the seminar, we will apply our findings and deal with essays by fiction writers that address the relationship of television and contemporary U.S. fiction (David Foster Wall

Bemerkung ELVE-LSF Kodierung: (b, c) AmerA2

DidF1

Introduction to English Language Teaching
PHIL-26650, SE, SWS: 2
Blell
Do, wöchentl., 08:30 - 10:00, 19.10.2006 - 03.02.2007, 1502 - 703 (II 703)
Kommentar Beginn: 08:30 s.t. This introductory methodology course is obligatory for all student teachers. We recommend participation in the 3rd/4th semester (PVO 1998). 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:

Winter 2006/07 469

Presentations, final term paper, active participation

Language in class: English

For further information: gabriele.blell@engsem.uni-hannover.de

**Computer Mediated Communication in the EFL Classroom**

PHIL-26750, SE, SWS: 2
Fr, wöchentl., 10:00 - 12:00, 20.10.2006 - 03.02.2007, 1502 - 815

**Kommentar**
E-mails, chats and instant messengers are examples for computer mediated communication (CMC). In the foreign language classroom, they can be useful tools for teaching and learning English. In this course, we will explore the potential and role of CMC in foreign language learning. We will also take a close look at potential tools, methods and scenarios. In hands-on projects, participants will develop showcase materials for teaching. Prerequisites: none Technical prerequisites: You must have an e-mail account and internet access to participate. As we will use Stud.IP in this course, be sure to register at Stud.IP beforehand. Prerequisites for certificate: regular attendance and active participation, oral presentation and course project (including term paper)

Language in class: English
For further information: phantan@web.de

**DidA1**

**Approaching and Teaching Shakespeare's <A Midsummer Night's Dream>**

PHIL-26652, SE, SWS: 2
Bennett / Blell
Do, wöchentl., 14:00 - 16:00, 19.10.2006 - 03.02.2007, 1502 - 615 (II 615)

**Kommentar**
Love is the main theme of this sophisticated and popular comedy. The theatrical and lyrical representation of numerous different aspects of love highlights closely related themes such as rationality and emotion, perception and illusion. In writing this play, Shakespeare combined an extraordinary range of poetic styles with a deftly managed, many-layered structure. We are presented with a text which, like a music score, should be regarded as a basis for performance. In this sense it is incomplete, open and full of possibility. Whoever approaches the text and its potential, whether teacher, academic, actor, director, film-maker or whoever, will find themselves negotiating with the text and mediating it within a cultural context. To this extent, the didactic and literary studies components of this seminar are overlapping territories. We shall begin by considering thematic, structural, lyrical, performative and other such aspects in order to gain some understanding of how the play can work. We shall then move on to specifically didactic considerations. Taking a cultural approach, we will look at contemporary learner- and activity-oriented approaches to teaching Shakespeare in the EFL classroom. If learners are encouraged to choose different activities, explore Shakespeare's texts in a more creative way, and experiment with the playwright, they can make their own interpretations of Shakespeare's language, characters and stories. Whatever they do, they should remember that Shakespeare wrote his plays to be acted, watched and enjoyed.

Participants will be eligible for a certificate in either didactics or literary studies depending on the orientation of their work. Recommended material: For an annotated scholarly text, especially recommended for students wanting a literary studies certificate: Shakespeare, <A Midsummer Night's Dream> (ed. Peter Holland, 1998). Oxford. ISBN 0192834207.
For a primary text devised to help the school teacher, especially recommende

**Bemerkung**
ELVE-LSF Kodierung: (b, c) AngA2 / DidA1, DidA2

**DidA2**

**Interlanguage Variation**

PHIL-26648, SE, SWS: 2
Kupetz
Do, wöchentl., 10:00 - 12:00, 12.10.2006 - 03.02.2007, 1502 - 615 (II 615)

**Kommentar**
This course will review the research on interlanguage variation and consider the implications of this variation in the process of foreign language learning and teaching. The impact of social context upon the development of interlanguage will be discussed. Furthermore, we will deal with classroom-based second language acquisition research
and discuss methodological concerns in the design of language learning experiments.


Prerequisites: intermediate exam
Prerequisites for certificate: regular attendance, oral presentation and term paper

Bemerkung
ELVE-LSF Kodierung: DidA2 (kombiniertes Modul)

**Approaching and Teaching Shakespeare’s <A Midsummernight’s Dream>**

PHIL-26652, SE, SWS: 2

Bennett / Blell

Do, wöchentl., 14:00 - 16:00, 19.10.2006 - 03.02.2007, 1502 - 615 (II 615)

Kommentar
Love is the main theme of this sophisticated and popular comedy. The theatrical and lyrical representation of numerous different aspects of love highlights closely related themes such as rationality and emotion, perception and illusion. In writing this play, Shakespeare combined an extraordinary range of poetic styles with a deftly managed, many-layered structure. We are presented with a text which, like a music score, should be regarded as a basis for performance. In this sense it is incomplete, open and full of possibility. Whoever approaches the text and its potential, whether teacher, academic, actor, director, film-maker or whoever, will find themselves negotiating with the text and mediating it within a cultural context. To this extent, the didactic and literary studies components of this seminar are overlapping territories. We shall begin by considering thematic, structural, lyrical, performative and other such aspects in order to gain some understanding of how the play can work. We shall then move on to specifically didactic considerations. Taking a cultural approach, we will look at contemporary learner- and activity-oriented approaches to teaching Shakespeare in the EFL classroom. If learners are encouraged to choose different activities, explore Shakespeare's texts in a more creative way, and experiment with the playwright, they can make their own interpretations of Shakespeare's language, characters and stories. Whatever they do, they should remember that Shakespeare wrote his plays to be acted, watched and enjoyed. Participants will be eligible for a certificate in either didactics or literary studies depending on the orientation of their work. Recommended material: For an annotated scholarly text, especially recommended for students wanting a literary studies certificate: Shakespeare, <A Midsummer Night's Dream> (ed. Peter Holland, 1998). Oxford. ISBN 0192834207. For a primary text devised to help the school teacher, especially recommende

Bemerkung
ELVE-LSF Kodierung: (b, c) AngA2 / DidA1, DidA2

DidA3

**MODULÜBERSICHT: Sprachpraxis**

**Modul 1: Advanced English Skills**

**Communication Skills (SPCS)**

PHIL-27370, SE, SWS: 2

Bennett

Do, wöchentl., 16:00 - 18:00, 19.10.2006 - 03.02.2007, 1502 - 615 (II 615)

Bemerkung
ELVE-LSF

Literatur
Communication Skills (SPCS)

PHIL-27375, SE, SWS: 2
Bennett
Fr, wöchentl., 10:00 - 12:00, 20.10.2006 - 03.02.2007, 1502 - 615 (II 615)
Bemerkung ELVE-LSF

Communication Skills (SPCS)

PHIL-27380, SE, SWS: 2
Bennett
Fr, wöchentl., 14:00 - 16:00, 20.10.2006 - 03.02.2007, 1502 - 615 (II 615)
Bemerkung ELVE-LSF

Communication Skills (SPCS)

PHIL-27381, SE, SWS: 2
Dickinson
Mo, wöchentl., 14:00 - 16:00, 16.10.2006 - 03.02.2007, 1502 - 615 (II 615)
Bemerkung ELVE-LSF

Academic Writing and Research (SPAWR)

PHIL-27383, SE, SWS: 2
Love
Di, wöchentl., 08:00 - 10:00, 17.10.2006 - 03.02.2007, 1502 - 603 (II 603)
Bemerkung ELVE-LSF

Academic Writing and Research (SPAWR)

PHIL-27384, SE, SWS: 2
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| **Expository Writing (SPEW)** |
| PHIL-27435, SE, SWS: 2 |
| Dickinson |
| Mo, wöchentl., 08:00 - 10:00, 16.10.2006 - 03.02.2007, 1502 - 613 (II 613) |
| Bemerkung | ELVE-LSF |

| **Expository Writing (SPEW)** |
| PHIL-27436, SE, SWS: 2 |
| Dickinson |
| Mo, wöchentl., 10:00 - 12:00, 16.10.2006 - 03.02.2007, 1502 - 613 (II 613) |
| Bemerkung | ELVE-LSF |

<p>| <strong>Topics (SPTOP1, SPTOP2): Animated Film</strong> |
| PHIL-27438, SE, SWS: 2 |</p>
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<td>Jago</td>
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<td>Topics (SPTOP1, SPTOP2): Behind the Scenery: Aspects of Culture and Society in New Zealand</td>
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<td>Topics (SPTOP1, SPTOP2): US National Holidays and Festivals</td>
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Literatur:
Frey, Karl: Die Projektmethode: "der Weg zum bildenden Tun". Beltz, Weinheim 2005

Varieties of English Language Use (SPVE): Integrated Marketing Communication

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