Englisches Seminar

Fächerübergreifender Bachelorstudiengang - Fach Englisch

Foundations Linguistics (LingF1/LingF2)

LingF1

LingF1: Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 90
Jalanesh, Aida

Di wöchentl. 10:00 - 12:00 22.10.2019 - 01.02.2020 1502 - 003
Kommentar The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyze the function it fulfills. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II

Bemerkung Registration – Stud.IP 1.9.-18.10.2019 / Prerequisites – none / Further Information – meike.paland@engsem.


LingF1: Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 70
Jalanesh, Aida

Do wöchentl. 10:00 - 12:00 24.10.2019 - 01.02.2020 1502 - 103
Kommentar The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyze the function it fulfills. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II

Bemerkung Registration – Stud.IP 1.9.-18.10.2019 / Prerequisites – none / Further Information – meike.paland@engsem.


LingF2

Intermediate Linguistics (LingF3/LingF4)

LingF3

LingF3: Phonetics & Phonology

Vorlesung, SWS: 2
Altendorf, Ulrike
Englisches Seminar

Mi wöchentl. 12:00 - 14:00 16.10.2019 - 01.02.2020 1502 - 003
Kommentar This course will introduce students to segmental and supra-segmental features of
the major reference accents of English, RP and General American. If appropriate,
the theoretical angle will also be contrastive, focussing on cross-linguistic differences
between German and English. Students will also develop skills in perceiving, articulating
and transcribing vowel and consonant sounds using IPA symbols.

Bemerkung Registration – Stud.IP 1.9.-16.9.2019 / Prerequisites – LingF1-LingF2 / Further
Information – ulrike.altendorf@engsem.~

Schmidt Verlag.

LingF4

LingF4: Cognitive Grammar in Stylistics

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

Mo wöchentl. 16:00 - 18:00 14.10.2019 - 01.02.2020 1502 - 703
Kommentar This seminar will provide an engaging, accessible and practically-focused introduction
to cognitive grammar, outlining how central principles of the field can be used in stylistic
analyses. Assuming no prior knowledge of cognitive grammar, the seminar will lead
students through the basics, outlining its place within the field of cognitive linguistics and
providing clear explanations of principles and concepts used in studying literary and non-
literary texts.

Bemerkung Registration – Stud.IP 01.09.2019-16.09.2019 / Prerequisites – LingF1-LingF3 (FüBA) / Further
Information – rainer.schulze@engsem.~

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

Practical Guide. London, etc.: Bloomsbury Academic.

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

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

LingF1

LingF1: Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 90
Jalanesh, Aida

Di wöchentl. 10:00 - 12:00 22.10.2019 - 01.02.2020 1502 - 003
Kommentar The language we speak is an integral part of who we are. It reveals where we come from
and at the same time shows where we want to belong. With it, we can express and even
create identity and community. It connects us to the outside world and to each other.
While we can observe its form and structure, we can also analyze the function it fulfills.
This course provides a first general introduction to English linguistics. We will initially deal
with questions related to the nature of language and then focus on the major areas in
the study of linguistics, including phonetics and phonology, contrastive aspects of sound
production, morphology and word-formation, phraseology, and traditional syntax. Areas
such as semantics, pragmatics, and language variation will be tackled in Introduction to
Linguistics II

Bemerkung Registration – Stud.IP 1.9.-18.10.2019 / Prerequisites – none / Further Information –
meike.paland@engsem.~

de Gruyter.
**Englisches Seminar**

**Vorlesung, SWS: 2, Max. Teilnehmer: 70**

**Jalanesh, Aida**

**Do wöchentl. 10:00 - 12:00 24.10.2019 - 01.02.2020 1502 - 103**

**Kommentar**

The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyze the function it fulfills. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II.

**Bemerkung**

Registration – Stud.IP 1.9.-18.10.2019  / Prerequisites – none  / Further Information – meike.paland@engsem.~

**Literatur**


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**LingF2**

**LingF4: Cognitive Grammar in Stylistics**

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

**Schulze, Rainer**

**Mo wöchentl. 16:00 - 18:00 14.10.2019 - 01.02.2020 1502 - 703**

**Kommentar**

This seminar will provide an engaging, accessible and practically-focused introduction to cognitive grammar, outlining how central principles of the field can be used in stylistic analyses. Assuming no prior knowledge of cognitive grammar, the seminar will lead students through the basics, outlining its place within the field of cognitive linguistics and providing clear explanations of principles and concepts used in studying literary and non-literary texts.

**Bemerkung**

Registration – Stud.IP 01.09.2019-16.09.2019  / Prerequisites – LingF1-LingF3 (FüBA)  / Further Information – rainer.schulze@engsem.~

**Literatur**

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


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

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**Advanced Linguistics (LingA1/LingA2)**

**LingA1**

**LingA1/M8/M9: Linguistics and English Literature**

**Seminar, SWS: 2**

**Schulze, Rainer**

**Di wöchentl. 16:00 - 18:00 15.10.2019 - 01.02.2020 1502 - 609**

**Kommentar**

This advanced seminar will explain and explore a broad range of concepts, including metaphor, metonymy, simile, and blending and will offer tools for analysing them. It will coherently ground the linguistic understanding of these concepts in basic cognitive mechanisms such as categorisation, frames, mental spaces, and viewpoint.

Figurative language is becoming an increasingly popular area of study, as it is relevant to the work of semanticists, pragmatists, discourse analysts, and also those working...
at the interface of language and literature, and in other disciplines such as philosophy and psychology. This seminar therefore intends to provide a summary, critique, and comparison of the most important theories on how figurative language is used and understood, drawing on research from linguistics, psychology, and other disciplines. In order to ground the discussion in actual language use, the seminar will use examples from discourse, including casual conversation, political speeches, literature, humour, religion, and science.

**Bemerkung**


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


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

### LingA1/M8/M9: Neo-Firthian Corpus Linguistics

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

**Di wöchentl.** 10:00 - 12:00 15.10.2019 - 01.02.2020 1502 - 709

**Kommentar**
In this seminar, we will explore the approach to corpus linguistics taken by a group of scholars sometimes referred to collectively as *neo-Firthian*. As this label suggests, these researchers work within the framework of an approach to language suggested by J. R. Firth. The most prominent proponent of the neo-Firthian approach has been John Sinclair. Sinclair was one of the first people to bring Firth’s ideas together with a corpus linguistic methodology; and Sinclair played a major role in enabling subsequent work along these lines. Many of the other key scholars in this tradition – including Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert and Elena Tognini-Bonelli – are, or have previously been, associated with the University of Birmingham, where Sinclair was Professor of Modern English Language from 1965 to 2000.

Central ideas in the approach to corpus linguistics favoured by neo-Firthians are ‘collocation’, ‘colligation’, ‘semantic preference/semantic association’ and ‘semantic prosody/discourse prosody’. We will examine these issues in some detail, both in theory and in practice. This will include discussions of how these are used both generally in linguistics and specifically in neo-Firthian corpus linguistics. Understanding the use of these terms is, to a large extent, key to understanding many of the positions taken by the neo-Firthians.

**Bemerkung**


**Literatur**
Recommended Reading:

Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be introduced in class.

### LinguA3

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

**Di wöchentl.** 16:00 - 18:00 22.10.2019 - 01.02.2020 1502 - 116
**Di wöchentl.** 18:00 - 20:00 22.10.2019 - 01.02.2020 1502 - 103

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


Für Ling A1 oder LingA2 können im Seminar für den Bereich Englische Sprachwissenschaft NUR Studienleistungen in erworben werden.

Teilnehmerzahl: 30

Literatur
Wird im Seminar bekanntgegeben.

LingA2
LingA2, M5, M9: Linguistic Diversity: The linguistic effects of mobility and migration (formerly Sociolinguistic Typology)

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

Kontakt	Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 609
Kommentar This course will present Peter Trudgill's theories of the impact of language diversity brought about by dialect and language contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which the theories will be applied. In addition, we will explore research on Multicultural London English, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology!


LingA2, M8, M9: Learner Corpus Research

Seminar, SWS: 2, Max. Teilnehmer: 30
Altendorf, Ulrike

Kontakt	Mi wöchentl. 08:00 - 10:00 16.10.2019 - 01.02.2020 1502 - 609
Kommentar Learner Corpus Research (LCR) will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on digitized data in learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by work in teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.


Literatur Required Reading: Texts will be available in class.

LinguA3

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

Kontakt	Di wöchentl. 16:00 - 18:00 22.10.2019 - 01.02.2020 1502 - 116
Di wöchentl. 18:00 - 20:00 22.10.2019 - 01.02.2020 1502 - 103
Kommentar Linguistik ist weitaus mehr als grammatische Analyse... LinguA³ vermittelt Einblicke in die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsgebiete sowie interdisziplinärer Forschung und beruflicher Praxis. Für die Gastvorträge werden internationale Wissenschaftler/-innen aus Germanistik, Anglistik und Romanistik eingeladen. Im begleitenden Seminar werden die Themen der Gastvorträge inhaltlich vorbereitet und vertieft, aber auch die Organisation der Vorträge sowie die damit

Für Ling A1 oder Ling A2 können im Seminar für den Bereich Englische Sprachwissenschaft NUR Studienleistungen in erworben werden.

Bemerkung
Teilnehmerzahl: 30

Literatur
Wird im Seminar bekanntgegeben.

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**Foundations Literature and Culture (AmerBritF1)**

**AmerBritF1: Introduction to Literary Studies**

| Vorlesung, SWS: 2, Max. Teilnehmer: 40 |
| Neumann, Janna-Lena |

Mo wöchentl. 10:00 - 12:00 21.10.2019 - 01.02.2020 1502 - 703

**Kommentar**

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

**Bemerkung**


**Literatur**


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**AmerBritF1**

**AmerBritF1: Introduction to Literary Studies**

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

Mo wöchentl. 12:00 - 14:00 21.10.2019 - 01.02.2020 1502 - 609

**Kommentar**

This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. Taught in the American Studies section and focusing on North American examples, this course nevertheless prepares students for future courses in both British and American literary and cultural studies. The course will acquaint students with various theoretical approaches to literature and culture as well as important critical concepts and methods in order to further their skills of description, analysis, and interpretation. To practice strategies of close reading and analysis, we will draw on representative textual examples from a variety of genres (including poetry, comics, and film) and periods (from the nineteenth to the twenty-first century). Both the theoretical texts and primary examples for this class will be made available on Stud.IP since we do not operate with a dedicated textbook.

**Bemerkung**

Registration – Stud.IP 01.09. - 18.10.19 / Prerequisites – none / Further Information – ruth.mayer@engsem.

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**AmerBritF1**

**AmerBritF1: Introduction to Literary Studies**

| Vorlesung, SWS: 2, Max. Teilnehmer: 40 |
| Oldehus, Anna-Lena |

Mi wöchentl. 10:00 - 12:00 23.10.2019 - 01.02.2020 1502 - 609
This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. Taught in the American Studies section and focusing on North American examples, this course nevertheless prepares students for future courses in both British and American literary and cultural studies. The course will acquaint students with various theoretical approaches to literature and culture as well as important critical concepts and methods in order to further their skills of description, analysis, and interpretation. To practice strategies of close reading and analysis, we will draw on representative textual examples from a variety of genres (including poetry, comics, and film) and periods (from the nineteenth to the twenty-first century). Both the theoretical texts and primary examples for this class will be made available on Stud.IP since we do not operate with a dedicated textbook.

Registration – Stud.IP 01.09 - 18.10.19 / Prerequisites – none / Further Information – anna-lena.oldehus@engsem.~

Intermediate American Literature and Culture (AmerF2/AmerF3)

AmerF2

AmerF2: Survey of American Literature and Culture

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

Prerequisites – none / Further Information – ruth.mayer@engsem.~
**AmerF3**

**AmerF3: Detectives, Gangsters, and G-Men: American Popular Culture in the 1930s**

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<th>Seminar, SWS: 2, Max. Teilnehmer: 40</th>
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<tr>
<td>Brasch, Ilka</td>
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| Di wöchentl. 10:00 - 12:00 15.10.2019 - 21.10.2019 1502 - 703 | In this course, we will take a closer look at U.S.-American popular culture during the 1930s and early 40s. The era is marked by the Great Depression and by Prohibition, by notorious criminals such as Al Capone and John Dillinger, and by the founding of the FBI. At the same time, this is the heyday of mass media, with the consolidation of radio, the craze for comic strips, the rise of sound film, the ‘golden era’ of film serials, and the beginning of film noir – all of which also hark back to ‘hard-boiled’ detective novels. In keeping with the spirit of the time, all of these media brought forth stories about detectives, master villains, and daring G-men – characters and stories who increasingly reappear across media forms and formats. We will take a closer look at these stories of crime and pursuit and take them as an occasion to practice the analysis of a variety of media forms. For a detailed list of primary sources to be read and viewed during the semester, please refer to StudIP. |

**Bemerkung**


**Literatur**

Please purchase Dashiell Hammett’s *The Maltese Falcon* (any edition). All other course texts will be made available on StudIP.

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**AmerF3: U.S.-American Short Stories from the 1910s – 2010s**

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<th>Seminar, SWS: 2, Max. Teilnehmer: 35</th>
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<td>Oldehus, Anna-Lena</td>
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| Do wöchentl. 12:00 - 16:00 17.10.2019 - 28.11.2019 1502 - 609 | In this class we will read a selection of U.S.-American short stories, from Jack London’s “To Build a Fire” in the early 1910s to the contemporary piece “On Monday of Last Week” by Chimamanda Ngozi Adichie. The aim of this class is to learn about the characteristics, structures, and specificities of the short story. At the same time, we will engage with the socio-political frames in which each story has been written and published. Thereby, students participating in this course will be encouraged to develop critical thinking skills about topics and themes presented in the text, while they are at the same time familiarized with structural and formal features of the short story as one of the most popular modern literary genres. Please note: This class is taught in 180-minute sessions (instead of the usual 90) and the final session is on November 28th. |

**Bemerkung**

| Registration – Stud.IP 1.9.-16.9.2019 | Prerequisites – AmerBritF1 | Further Information – ilka.brasch@engsem.~ |

**Literatur**

Please purchase Dashiell Hammett’s *The Maltese Falcon* (any edition). All other course texts will be made available on StudIP.

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

**BritF2**

**BritF3**

**BritF3: Practising Literary Criticism: British and Postcolonial Literatures**

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<th>Seminar, SWS: 2, Max. Teilnehmer: 40</th>
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<td>Gohrisch, Jana</td>
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| WiSe 2019/20 |
Englisches Seminar

**Di wöchentl.** 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 703

**Kommentar** This seminar accompanies but does not substitute the BritF2 Survey. Participation in the weekly online course is absolutely mandatory in order to profit from the various exercises conducted in this seminar. Practising the analytical terms and concepts acquired in the AmerBritF1 Introduction, we will read selected literary texts addressed in the Survey lecture and explore their representations of race, class and gender in their respective historical and generic contexts. Our particular focus will be on Shakespeare's tragedy *Othello* (entire play) and Daniel Defoe's novel *Robinson Crusoe* (excerpts). We will thus investigate how the texts have contributed to shape an understanding of British history and culture. To achieve this objective, students will be asked to work with definitions of terms and concepts by using relevant specialist literature such as encyclopedia, dictionaries and scholarly texts.


**Literatur** Required Reading and Purchase

Please get hold of Shakespeare’s *Othello* (Arden edition) and read the play prior to class. All other material (including the longer excerpts from *Robinson Crusoe*) will be provided in a reader available from Copyshop Stork and on Stud.IP.

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

**AmerA**

*AmerA/AAS1/AAS2/AAS3: Defining “American:” Literature and Theories of the Antebellum Period*

Seminar, SWS: 2, Max. Teilnehmer: 40
Fagan, Abigail

**Mi wöchentl.** 12:00 - 14:00 16.10.2019 - 01.02.2020 1502 - 609

**Kommentar** Between the American Revolution of 1776 and the beginning of the Civil War in 1861, many American authors and politicians used their written texts to consider what it meant to be an American. They asked: what made a person capable of participating in democratic governance? We will consider the complexities of this question in a period of new nation-making by reading pamphlets and other political texts, such as Thomas Paine's *Common Sense* and David Walker’s *Appeal*; short stories and poetry; as well as more recent theoretical texts on the significance of the New World for the formation of individual and national identities, including work by Jodi Byrd, Judith Butler, and Sylvia Wynter.


**Literatur** All course texts will be made available on Stud.IP

**AmerA/AAS1/AAS4: The History/Theory/Materiality of the Book in the United States**

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

**Di wöchentl.** 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 613

**Kommentar** In this class, we will study the book in the United States as a medium and cultural form, its history, politics, and materiality. Instead of zooming in on individual stories and arguments that are conveyed in and through books, we will focus on what Michael Warner calls “the cultural meaning of their printedness” in order to uncover the function of printed media in the United States. We will adopt a critical vocabulary of book design and ‘material texts’ (what are imprints, endpapers, or catchwords?) and uncover the ways in which the form and ‘packaging’ of texts shapes experiences of reading and meaning-making. We will study the history of print culture and publishing with a focus on the 18th
and 19th centuries and the formative period around 1800 to enrich our understanding of how print helped to form the nation and shaped the self-conception of its inhabitants as a people, but we will also question such and similar theories. Please be prepared to read theory when signing up for this class.

Bemerkung


Literatur

All course texts will be made available on Stud.IP.

AmerA/AAS1: Literary Value

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

Di wöchentl. 10:00 - 12:00 22.10.2019 - 01.02.2020 1502 - 609

Kommentar

What constitutes literary value? This question is difficult to tackle with the toolbox of contemporary literary theory. Categories of evaluation such as the ‘canon,’ the ‘great author,’ or the ‘masterpiece’ are no longer considered up-to-date. But on the other hand, all of us intuitively refer to value judgments with regard to literature. There is bad writing and good writing, there are guilty pleasures (usually considered ‘bad,’ but oh so nice), stuff we have to read for class (usually considered ‘good,’ but oh so boring), and all the many texts that we are supposed to know (definitely considered ‘good,’ but we will probably never get around to them anyway). In this course, we will look at how categories of literary value have been established and are maintained today. We will reflect on concepts such as popular writing and entertainment literature, and focus, not only in this context, on the role of gender in value formation (the ‘important book,’ it seems, still happens to be written way more often by a man than by a woman). We will take into consideration the role of educational institutions (such as the university) and publishing houses in this context, we will discuss the media, and we will have a close look at the workings of literary prize committees (Nobel, Booker, Pulitzer, Kleist). Most importantly, however, we will be concerned with our own role and work as readers.

Bemerkung


Literatur

All course texts will be made available on Stud.IP.

AmerA/AAS2/AAS3: Contemporary Life Writing

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

Mo wöchentl. 10:00 - 12:00 14.10.2019 - 01.02.2020 1502 - 609

Kommentar

Life writing as a genre of literary expression has gained great prominence in the last decades. It goes beyond (auto)biography and memoirs, comprising all sorts of narratives that are often concerned with crucial biographical experiences (illness, loss, sexual identification), with the impact of monumental historical events (war, terrorism, genocide), with the operation of personal and social memory, and, of course, the age-old question of truth and invention. Life writing may be fictional or factual, but it is always concerned with the conjunction of the social or political and the personal, reflecting on the ways in which individuals try to make sense of what happened or happens to them. In this course, we will be concerned with texts that situate themselves at the threshold between fiction and autobiography, and we will discuss why writers feel the need to resort to fiction in order to write about very personal experiences. We will read Siri Hustvedt’s Memories of the Future (2019), Miriam Toews’ All My Puny Sorrows (2014) and at least one other book-length piece of life-writing (to be announced on StudIP as the semester approaches). Trigger warning: Please note that we will discuss a series of difficult topics in this class (suicide, illness, rape). If you are in doubt whether this class is for you, contact the instructor beforehand.
Englisches Seminar


**Literatur** Please purchase Siri Hustvedt’s *Memories of the Future* (2019) and Miriam Toews’ *All My Puny Sorrows* (2014). Further reading will be announced on Stud.IP.

### AmerA/AAS4: Blockbuster Cinema between Narrative, Spectacle, and Media Event, 1975-2019

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

**Brinker, Felix**

**Do wöchentl.** 12:00 - 14:00 17.10.2019 - 01.02.2020 1502 - 703

**Kommentar** This class offers an overview of the history of post-classical Hollywood blockbuster cinema and introduces participants to relevant approaches to the study of this type of film. Tracking the evolution of the blockbuster format from its origins in the ‘New Hollywood’ of the 1970s to the digital era, the seminar uses representative case studies —which will range from 1975’s *Jaws* (Dir. Steven Spielberg) to recent superhero blockbusters like *Avengers: Infinity War* (2018, Dir. Anthony and Joe Russo)— as a springboard to engage with the mechanics of film narrative, the appeals of attractions like special effects and action scenes, and issues like film marketing, cinematic serialization, transmedia storytelling, and media franchising. In doing so, the seminar attempts to come to terms with the defining aspects that set American blockbuster movies apart from other types of film: their status as big-budget, larger-than-life cinematic spectacles that combine state-of-the-art filmmaking technology with highly effective narrative formulae and widely promoted media events. **Please note:** While a significant part of the seminar will focus on a discussion of feature films, participants will have to engage with difficult film-theoretical matters as well. Participants are furthermore expected to attend the film screenings that will accompany the seminar or view the respective movies during their free time.


**Literatur** All course texts will be made available on Stud.IP

### BritA

**BritA, AAS2, AAS3, AAS4: Literary Analysis and Linguistics**

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

**Gohrisch, Jana**

**Di wöchentl.** 16:00 - 18:00 15.10.2019 - 01.02.2020 1502 - 703

**Kommentar** This seminar combines linguistics and literary studies to help advanced students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a socio-pragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will use a newly published textbook following its structure with chapters on the sounds of English and the rhythms of poetry and speech, on metaphor and metonymy, on syntax, morphology, semantics and pragmatics as well as on varieties of English and discourse analysis. We will discuss a wide range of literary and non-literary texts as well as visual and pop art material. To practise the terminology and further develop the interdisciplinary methodology we will rely on the numerous exercises the author suggests at the end of each chapter. Students will complete some of these exercises as their weekly assignments.


**Literatur** Required Reading and Purchase:

Without empire,” Edward Said claims in his influential study *Culture and Imperialism* (1993), “there is no European novel” (69). However, various distinguished explorations of eighteenth-century British fiction such as Ian Watt’s *The Rise of the Novel* (1957) or Michael McKeon’s *The Origins of the English Novel* (1987) gloss over the fact that the emergence of the middle classes and the realist novel rest on colonial expansion and the concomitant exploitation of foreign peoples and countries. Probing into the imperialist “structure of attitude and reference” (Said 63) of a variety of eighteenth- and nineteenth-century British travelogues and novels, this seminar is designed to investigate the racist underpinnings of a literary form that has proved most productive to this day. Starting with an introduction to postcolonial studies and theories of colonial discourse, we shall use Said’s method of contrapuntal reading to examine excerpts of Aphra Behn’s proto-novel *Oroonoko* (1688), Daniel Defoe’s *Robinson Crusoe* (1719) and Matthew Lewis’s travelogue *Journal of a West Indian Proprietor* (1812). In the latter half of the semester, we will focus on Jane Austen’s *Mansfield Park* (1813) and Charlotte Brontë’s *Jane Eyre* (1847). We shall not only explore these two British classics alongside non-fictional material such as Thomas Carlyle’s “Occasional Discourse on the Nigger Question” (1853) but also watch two recent film adaptations to consider how they both reinforce and challenge imperialist perspectives and to discuss the continuity of racism in contemporary (British) society.

**Bemerkung**

Registration – Stud.IP 01.09.2019-16.09.2019, for AAS students:
18.09.2019-30.09.2019 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information –hannah.pardey@engsem.~

**Literatur**

Required Reading and Purchase

Please get hold of Jane Austen’s *Mansfield Park* and Charlotte Brontë’s *Jane Eyre* in a well-annotated edition and read at least *Mansfield Park* prior to class. All other primary and secondary material will be provided in a reader available from Copyshop Stork and on Stud.IP at the beginning of the term.

---

How has British drama evolved from the 16th to the 21st century, and why? Building on the Survey lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade’s *Home, I’m Darling* (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include George Farquhar, John Gay, Oscar Wilde, Samuel Beckett, Agatha Christie and Tom Stoppard.

Studying the selected plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the Introduction to Literary Studies (AmerBritF1) with a context-oriented reading in order to identify, understand and evaluate the development of literary conventions.

**Bemerkung**


**Literatur**

Required Reading and Purchase
William Shakespeare: *Titus Andronicus* (1591), preferably the Arden Shakespeare edition

Laura Wade: *Home, I'm Darling* (2018)

All other text covered in this seminar will be provided on Stud.IP and in the reader.

Students are advised to read Shakespeare's *Titus Andronicus* before the course begins.

**Theoretische Ansätze und Methoden der Atlantic Studies**

Seminar, SWS: 2  
Bandau, Anja | Gohrisch, Jana

**Mi wöchentl. 10:00 - 12:00 16.10.2019 - 01.02.2020 1502 - 703**

**Kommentar**


**Bemerkung**

Grundlage der Seminararbeit ist ein Reader mit ausgewählten Texten, der zu Veranstaltungsbeginn zur Verfügung gestellt wird. Das Seminar findet im Team-Teaching mit Prof. Dr. Anja Bandau (Romanisches Seminar) in deutscher Sprache statt.

*Reader – Copyshop Stork (Körnerstraße) from 14 Oct 2019 and Stud.IP / Registration – Stud.IP 01.09.-30.09.2019 / Prerequisites – (für Studierende des Englischen Seminars) AmerBritF1, BritF2, BritF3*

*Further Information jana.gohrisch@engsem.uni-hannover.de*

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

*AmerA*

**AmerA/AAS1/AAS2/AAS3: Defining "American:" Literature and Theories of the Antebellum Period**

Seminar, SWS: 2, Max. Teilnehmer: 40  
Fagan, Abigail

**Mi wöchentl. 12:00 - 14:00 16.10.2019 - 01.02.2020 1502 - 609**

**Kommentar**

Between the American Revolution of 1776 and the beginning of the Civil War in 1861, many American authors and politicians used their written texts to consider what it meant to be an American. They asked: what made a person capable of participating in democratic governance? We will consider the complexities of this question in a period of new nation-making by reading pamphlets and other political texts, such as Thomas Paine's *Common Sense* and David Walker's *Appeal*; short stories and poetry; as well as more recent theoretical texts on the significance of the New World for the formation of individual and national identities, including work by Jodi Byrd, Judith Butler, and Sylvia Wynter.
AmerA/AAS1/AAS4: The History/Theory/Materiality of the Book in the United States

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

Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 613

Kommentar
In this class, we will study the book in the United States as a medium and cultural form, its history, politics, and materiality. Instead of zooming in on individual stories and arguments that are conveyed in and through books, we will focus on what Michael Warner calls “the cultural meaning of their printedness” in order to uncover the function of printed media in the United States. We will adopt a critical vocabulary of book design and ‘material texts’ (what are imprints, endpapers, or catchwords?) and uncover the ways in which the form and ‘packaging’ of texts shapes experiences of reading and meaning-making. We will study the history of print culture and publishing with a focus on the 18th and 19th centuries and the formative period around 1800 to enrich our understanding of how print helped to form the nation and shaped the self-conception of its inhabitants as a people, but we will also question such and similar theories. Please be prepared to read theory when signing up for this class.

Literatur
All course texts will be made available on Stud.IP.

AmerA/AAS1: Literary Value

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

Di wöchentl. 10:00 - 12:00 22.10.2019 - 01.02.2020 1502 - 609

Kommentar
What constitutes literary value? This question is difficult to tackle with the toolbox of contemporary literary theory. Categories of evaluation such as the ‘canon,’ the ‘great author,’ or the ‘masterpiece’ are no longer considered up-to-date. But on the other hand, all of us intuitively refer to value judgments with regard to literature. There is bad writing and good writing, there are guilty pleasures (usually considered ‘bad,’ but oh so nice), stuff we have to read for class (usually considered ‘good,’ but oh so boring), and all the many texts that we are supposed to know (definitely considered ‘good,’ but we will probably never get around to them anyway). In this course, we will look at how categories of literary value have been established and are maintained today. We will reflect on concepts such as popular writing and entertainment literature, and focus, not only in this context, on the role of gender in value formation (the ‘important book,’ it seems, still happens to be written way more often by a man than by a woman). We will take into consideration the role of educational institutions (such as the university) and publishing houses in this context, we will discuss the media, and we will have a close look at the workings of literary prize committees (Nobel, Booker, Pulitzer, Kleist). Most importantly, however, we will be concerned with our own role and work as readers.

Literatur
All course texts will be made available on Stud.IP.

AmerA/AAS2/AAS3: Contemporary Life Writing

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

Mo wöchentl. 10:00 - 12:00 14.10.2019 - 01.02.2020 1502 - 609
Kommentar Life writing as a genre of literary expression has gained great prominence in the last decades. It goes beyond (auto)biography and memoirs, comprising all sorts of narratives that are often concerned with crucial biographical experiences (illness, loss, sexual identification), with the impact of monumental historical events (war, terrorism, genocide), with the operation of personal and social memory, and, of course, the age-old question of truth and invention. Life writing may be fictional or factual, but it is always concerned with the conjunction of the social or political and the personal, reflecting on the ways in which individuals try to make sense of what happened or happens to them. In this course, we will be concerned with texts that situate themselves at the threshold between fiction and autobiography, and we will discuss why writers feel the need to resort to fiction in order to write about very personal experiences. We will read Siri Hustvedt’s Memories of the Future (2019), Miriam Toews’ All My Puny Sorrows (2014) and at least one other book-length piece of life-writing (to be announced on Stud.IP as the semester approaches). Trigger warning: Please note that we will discuss a series of difficult topics in this class (suicide, illness, rape). If you are in doubt whether this class is for you, contact the instructor beforehand.


Literatur Please purchase Siri Hustvedt’s Memories of the Future (2019) and Miriam Toews’ All My Puny Sorrows (2014). Further reading will be announced on Stud.IP.

AmerA/AAS4: Blockbuster Cinema between Narrative, Spectacle, and Media Event, 1975-2019

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix

Do wöchentl. 12:00 - 14:00 17.10.2019 - 01.02.2020 1502 - 703
Kommentar This class offers an overview of the history of post-classical Hollywood blockbuster cinema and introduces participants to relevant approaches to the study of this type of film. Tracking the evolution of the blockbuster format from its origins in the ‘New Hollywood’ of the 1970s to the digital era, the seminar uses representative case studies—which will range from 1975’s Jaws (Dir. Steven Spielberg) to recent superhero blockbusters like Avengers: Infinity War (2018, Dir. Anthony and Joe Russo)—as a springboard to engage with the mechanics of film narrative, the appeals of attractions like special effects and action scenes, and issues like film marketing, cinematic serialization, transmedia storytelling, and media franchising. In doing so, the seminar attempts to come to terms with the defining aspects that set American blockbuster movies apart from other types of film: their status as big-budget, larger-than-life cinematic spectacles that combine state-of-the-art filmmaking technology with highly effective narrative formulae and widely promoted media events. Please note: While a significant part of the seminar will focus on a discussion of feature films, participants will have to engage with difficult film-theoretical matters as well. Participants are furthermore expected to attend the film screenings that will accompany the seminar or view the respective movies during their free time.


Literatur All course texts will be made available on Stud.IP.

BritA

BritA, AAS2, AAS3, AAS4: Literary Analysis and Linguistics

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

Di wöchentl. 16:00 - 18:00 15.10.2019 - 01.02.2020 1502 - 703
This seminar combines linguistics and literary studies to help advanced students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a socio-pragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will use a newly published textbook following its structure with chapters on the sounds of English and the rhythms of poetry and speech, on metaphor and metonymy, on syntax, morphology, semantics and pragmatics as well as on varieties of English and discourse analysis. We will discuss a wide range of literary and non-literary texts as well as visual and pop art material. To practise the terminology and further develop the interdisciplinary methodology we will rely on the numerous exercises the author suggests at the end of each chapter. Students will complete some of these exercises as their weekly assignments.

### Bemerkung


### Literatur

**Required Reading and Purchase:**


#### BritA, AAS2, AAS3, AAS5: The Colonial Rise of the Novel

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

**Pardey, Hannah**

**Di wöchentl. 12:00 - 14:00 15.10.2019 - 01.02.2020 1502 - 703**

**Kommentar**

"Without empire," Edward Said claims in his influential study *Culture and Imperialism* (1993), "there is no European novel" (69). However, various distinguished explorations of eighteenth-century British fiction such as Ian Watt's *The Rise of the Novel* (1957) or Michael McKeon's *The Origins of the English Novel* (1987) gloss over the fact that the emergence of the middle classes and the realist novel rest on colonial expansion and the concomitant exploitation of foreign peoples and countries. Probing into the imperialist "structure of attitude and reference" (Said 63) of a variety of eighteenth- and nineteenth-century British travelogues and novels, this seminar is designed to investigate the racist underpinnings of a literary form that has proved most productive to this day. Starting with an introduction to postcolonial studies and theories of colonial discourse, we shall use Said's method of contrapuntal reading to examine excerpts of Aphra Behn's proto-novel *Oroonoko* (1688), Daniel Defoe's *Robinson Crusoe* (1719) and Matthew Lewis's travelogue *Journal of a West Indian Proprietor* (1812). In the latter half of the semester, we will focus on Jane Austen's *Mansfield Park* (1813) and Charlotte Brontë's *Jane Eyre* (1847). We shall not only explore these two British classics alongside non-fictional material such as Thomas Carlyle's "Occasional Discourse on the Nigger Question" (1853) but also watch two recent film adaptations to consider how they both reinforce and challenge imperialist perspectives and to discuss the continuity of racism in contemporary (British) society.

**Bemerkung**


**Literatur**

Please get hold of Jane Austen's *Mansfield Park* and Charlotte Brontë's *Jane Eyre* in a well-annotated edition and read at least *Mansfield Park* prior to class. All other primary and secondary material will be provided in a reader available from Copyshop Stork and on Stud.IP at the beginning of the term.

#### BritA, AAS2, AAS3: British Drama Across the Centuries

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

**Neumann, Janna-Lena**

**Mo wöchentl. 12:00 - 14:00 14.10.2019 - 01.02.2020 1502 - 703**

WiSe 2019/20
How has British drama evolved from the 16th to the 21st century, and why? Building on the Survey lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade’s *Home, I’m Darling* (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include George Farquhar, John Gay, Oscar Wilde, Samuel Beckett, Agatha Christie and Tom Stoppard.

Studying the selected plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the Introduction to Literary Studies (AmerBritF1) with a context-oriented reading in order to identify, understand and evaluate the development of literary conventions.

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**Seminar, SWS: 2**

**Bandau, Anja** | **Gohrisch, Jana**
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**Mi wöchentlich 10:00 - 12:00 16.10.2019 - 01.02.2020 1502 - 703**

**Kommentar**

Since the end of the 15th century, the three continents of Africa, America and Europe have been connected through various economic, social, cultural and political relationships. This means that developments on each of the three continents cannot be understood in isolation, but only in the context of reciprocal relations and influences arising from the circulation of goods, people and ideas across the Atlantic. How the global connections of the fields of history, sociology and cultural studies can be accounted for will be discussed in this seminar, using selected texts that introduce the theoretical foundations, methodological approaches and different methods of Atlantic Studies. The aim is to show the specificities of each methodological approach as well as the possibilities and limits of their interdisciplinary combination. Approaches to global history and historical anthropology, as well as the culturally oriented literary studies, are of particular importance. The topics include the history of connections in micro- and macro-historical perspectives, analytical categories such as the British and African diasporas and migration from a cultural-historical perspective, the historical experiences of slavery in the North and the South Atlantic as well as the Caribbean.

**Bemerkung**

Base of the seminar work is a Reader with selected texts that will be made available at the beginning of the semester. The seminar takes place in team teaching with Prof. Dr. Anja Bandau (Romanisches Seminar) in German language.

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**Required Reading and Purchase**

William Shakespeare: *Titus Andronicus* (1591), preferably the Arden Shakespeare edition

Laura Wade: *Home, I’m Darling* (2018)

All other texts covered in this seminar will be provided on Stud.IP and in the reader.

Students are advised to read Shakespeare’s *Titus Andronicus* before the course begins.
**LingA1**

**LingA1/M8/M9: Linguistics and English Literature**

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

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<th>Tageszeit</th>
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<td>Di wöchentlich.</td>
<td>This advanced seminar will explain and explore a broad range of concepts, including metaphor, metonymy, simile, and blending and will offer tools for analysing them. It will coherently ground the linguistic understanding of these concepts in basic cognitive mechanisms such as categorisation, frames, mental spaces, and viewpoint. Figurative language is becoming an increasingly popular area of study, as it is relevant to the work of semanticists, pragmatists, discourse analysts, and also those working at the interface of language and literature, and in other disciplines such as philosophy and psychology. This seminar therefore intends to provide a summary, critique, and comparison of the most important theories on how figurative language is used and understood, drawing on research from linguistics, psychology, and other disciplines. In order to ground the discussion in actual language use, the seminar will use examples from discourse, including casual conversation, political speeches, literature, humour, religion, and science.</td>
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**Bemerkung**  
*Registration* – Stud.IP FüBa + Lehramt 01.09.-16.09.2019; Master DEL 18.09.-30.09.2019 / Prerequisites – LingF1-LingF4 (FüBA), M1-M3 (DEL) / Further Information – rainer.schulze@engsem.~

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

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

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**LingA1/M8/M9: Neo-Firthian Corpus Linguistics**

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

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| Di wöchentlich.    | In this seminar, we will explore the approach to corpus linguistics taken by a group of scholars sometimes referred to collectively as *neo-Firthian*. As this label suggests, these researchers work within the framework of an approach to language suggested by J. R. Firth. The most prominent proponent of the neo-Firthian approach has been John Sinclair. Sinclair was one of the first people to bring Firth’s ideas together with a corpus linguistic methodology; and Sinclair played a major role in enabling subsequent work along these lines. Many of the other key scholars in this tradition – including Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert and Elena Tognini-Bonelli – are, or have previously been, associated with the University of Birmingham, where Sinclair was Professor of Modern English Language from 1965 to 2000. Central ideas in the approach to corpus linguistics favoured by neo-Frithians are ‘collocation’, ‘colligation’, ‘semantic preference/semantic association’ and ‘semantic prosody/discourse prosody’. We will examine these issues in some detail, both in theory and in practice. This will include discussions of how these are used both generally in linguistics and specifically in neo-Firthian corpus linguistics. Understanding the use of these terms is, to a large extent, key to understanding many of the positions taken by the neo-Firthians.  

**Literatur**  
Recommended Reading:  
Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be introduced in class.
**LinguA3**

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

**Di** wöchentl. 16:00 - 18:00 22.10.2019 - 01.02.2020 1502 - 116
**Di** wöchentl. 18:00 - 20:00 22.10.2019 - 01.02.2020 1502 - 103

Kommentar


Für Ling A1 oder LingA2 können im Seminar für den Bereich Englische Sprachwissenschaft NUR Studienleistungen in erworben werden.

**Bemerkung**

Teilnehmerzahl: 30

**Literatur**

Wird im Seminar bekanntgegeben.

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**LingA2**

**LingA2, M5, M9: Linguistic Diversity: The linguistic effects of mobility and migration (formerly Sociolinguistic Typology)**

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

**Di** wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 609

Kommentar

This course will present Peter Trudgill's theories of the impact of language diversity brought about by dialect and language contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which the theories will be applied. In addition, we will explore research on Multicultural London English, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology!

**Bemerkung**


**Literatur**


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**LingA2, M8, M9: Learner Corpus Research**

Seminar, SWS: 2, Max. Teilnehmer: 30
Altendorf, Ulrike

**Mi** wöchentl. 08:00 - 10:00 16.10.2019 - 01.02.2020 1502 - 609

Kommentar

Learner Corpus Research (LCR) will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on digitized data in learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by work in teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.

**Bemerkung**


**Literatur**

Required Reading: Texts will be available in class.
LinguA3

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

Di wöchentl. 16:00 - 18:00 22.10.2019 - 01.02.2020 1502 - 116  
Di wöchentl. 18:00 - 20:00 22.10.2019 - 01.02.2020 1502 - 103

Kommentar  

Für Ling A1 oder LingA2 können im Seminar für den Bereich Englische Sprachwissenschaft nur Studienleistungen in erworben werden.

Bemerkung  
Teilnehmerzahl: 30

Literatur  
Wird im Seminar bekanntgegeben.

Foundations Language Practice (SP1/SP2)

SP1  
SP1: Vocabulary and Pronunciation (Group 1)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20  
Gans, Anne

Mo wöchentl. 10:00 - 12:00 21.10.2019 - 01.02.2020 1502 - 613

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

Bemerkung  
Registration – StudIP 01.09.2019-18.10.2019 / Prerequisites – none / Assessment Tasks – SL: regular homework tasks, test / Further Information – anne.gans@engsem~

SP1: Vocabulary and Pronunciation (Group 2)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20  
Gans, Anne

Mo wöchentl. 12:00 - 14:00 21.10.2019 - 01.02.2020 1502 - 615

Kommentar  
Which words are useful for reporting academic research? Why do pear and bear rhyme, but not dear? What do subconscious and submarine have in common? What is the difference between extent and extend? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.
### SP1: Vocabulary and Pronunciation (Group 3)

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<tr>
<td>Do wöchentl. 10:00 - 12:00 24.10.2019 - 01.02.2020 1502 - 709</td>
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**Kommentar**
Which words are useful for reporting academic research? Why do pear and bear rhyme, but not dear? What do subconscious and submarine have in common? What is the difference between extent and extend? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

**Bemerkung**

### SP1: Vocabulary and Pronunciation (Group 4)

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<td>Gans, Anne</td>
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<tr>
<td>Do wöchentl. 12:00 - 14:00 24.10.2019 - 01.02.2020 1502 - 709</td>
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**Kommentar**
Which words are useful for reporting academic research? Why do pear and bear rhyme, but not dear? What do subconscious and submarine have in common? What is the difference between extent and extend? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

**Bemerkung**

### SP1: Vocabulary and Pronunciation (Group 5)

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<tr>
<td>Do wöchentl. 14:00 - 16:00 24.10.2019 - 01.02.2020 1502 - 709</td>
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**Kommentar**
Which words are useful for reporting academic research? Why do pear and bear rhyme, but not dear? What do subconscious and submarine have in common? What is the difference between extent and extend? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

**Bemerkung**

### Modul SP1

**Bemerkung**

### SP1: Vocabulary and Pronunciation (Group 6)

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<tr>
<td>Fr wöchentl. 10:00 - 12:00 25.10.2019 - 01.02.2020 1502 - 609</td>
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</table>

**Kommentar**
Which words are useful for reporting academic research? Why do pear and bear rhyme, but not dear? What do subconscious and submarine have in common? What is the difference between extent and extend? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.
## SP1: Vocabulary and Pronunciation (Group 7)

- **Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20**
- **Gans, Anne**
- **Fr wöchentl. 12:00 - 14:00 25.10.2019 - 01.02.2020 1502 - 609**
- **Kommentar**: Which words are useful for reporting academic research? Why do pear and bear rhyme, but not dear? What do subconscious and submarine have in common? What is the difference between extent and extend? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

## SP2

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

### SP3

#### SP3: Composition (Group 1)

- **Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20**
- **Gans, Anne| Schneller, Jill**
- **Di wöchentl. 10:00 - 12:00 15.10.2019 - 01.02.2020 1502 - 613**
- **Kommentar**: This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will be discussed as necessary.

#### SP3: Composition (Group 2)

- **Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20**
- **Gans, Anne| Wright, Linda Elsie**
- **Mi wöchentl. 10:00 - 12:00 16.10.2019 - 01.02.2020 1502 - 613**
- **Kommentar**: This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will be discussed as necessary.

## SP3: Composition (Group 3)

- **Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20**
- **Gans, Anne| Wright, Linda Elsie**
- **Mi wöchentl. 12:00 - 14:00 16.10.2019 - 01.02.2020 1502 - 613**
This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will be discussed as necessary.


SP3: Composition (Group 4)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20
Gans, Anne | Wright, Linda Elsie

Mi wöchentl. 14:00 - 16:00 16.10.2019 - 01.02.2020 1502 - 613

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


SP4

SP3: Composition (Group 5)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20
Gans, Anne | Wright, Linda Elsie

Mi wöchentl. 10:00 - 12:00 16.10.2019 - 01.02.2020 1502 - 709

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


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

DidF1

DidF1: Introduction to Teaching English as a Foreign Language

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

Do wöchentl. 08:00 - 10:00 17.10.2019 - 01.02.2020 1502 - 615

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

**Bemerkung**

*Registration* – StudIP 01.09.- 16.09.2019 / *Size restriction* – 30 / *Prerequisites* – None / *Further Information* – gabriele.bell@engsem.uni-hannover.de

**Literatur**


Additional texts will be posted on StudIP.

**DidF1: Introduction to Teaching English as a Foreign Language**

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

**Mo wöchentl. 10:00 - 12:00 14.10.2019 - 27.01.2020 1502 - 615**

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

**Bemerkung**

*Registration* – StudIP 01.09.-16.09.2019 / *Size restriction* – 30 / *Prerequisites* – None / *Further Information* – alexander.woltin@engsem.~

**Literatur**

Additional texts will be posted on StudIP.

**DidF2**

**WiSe 2019/20**

24
**DidF2: Communicative Approaches to Teaching Years 5 and 6**

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

**Kommentar**  
Establishing a truly communicative, monolingual English classroom is the main objective in teaching young learners in the first years of secondary school. This course explores the essential didactic foundations and the practical methods suited to promote and develop authentic communication in the target language in years 5 and 6. To this end, we will consider the skills acquired by students in primary school, and, based on these, map out a learning curve designed to gradually develop young learners' communicative competence in the foreign language. We will discuss the significance of learner-oriented, relevant and creative content, critically evaluate material provided in the textbooks of the educational publishers and develop our own alternatives. Based on lesson plans and videotaped lessons, you will learn about the key role of classroom phrases, scaffolding and extensive and varied exercises in the learning process in order to make use of this knowledge in your own planning. The focus of this class is on applying and practising your skills in role play simulations. To receive credit, you are expected to work in teams and plan and present a lesson on a grammatical or communicative structure selected in accordance with the requirements of the KC I and the topics addressed in the year 5/6 textbooks. Finally, we will discuss different forms of assessment and design tests/exams.

**Bemerkung**  
Registration – StudIP 01.09.-16.09.2019  
Size restriction – 30  
Prerequisites – DidF1  
Further Information – janka.blanckertz@engsem.uni-hannover.de

**Literatur**  
See course page on StudIP.

**DidF2: Lost in mediation?!?!**

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

**Kommentar**  
Today's interlingual and intercultural encounters require special skills such as mediation. Mediation has been implemented as a “fifth skill” in terms of a “new” competence by the core curricula on part of the Federal States and is thus not only an integral part of foreign language teaching but also an obligatory part of (final) examinations at the present day. However, mediation is a highly complex and rather challenging competence for the students to acquire and to perform as multimodal receptive and productive abilities are needed not only in the target, but also in one's first language. Moreover, a profound command of the target language and intercultural competences are mandatory to meet the addressee and the given situation adequately. In this seminar we will define mediation, discuss its didactical potential, focus on how to teach the acquisition of integrative skills so that learners can become decent language and culture mediators not only for school settings but also and especially for their future within a globalized world.

**Bemerkung**  
Prerequisites for certificate: reading assignments, regular attendance and active participation. Furthermore, material design, planning a lesson and simulating it – will be specified in our seminar.

**Registration** – StudIP 01.09.-16.09.2019  
Size restriction – 30  
Prerequisites – DidF1  
Further Information – alexwoltin@engsem.uni-hannover.de

**Literatur**  
will be specified via StuIP

**DidF2: Teaching Grammar and Vocabulary (Blockseminar)**
Englisches Seminar

Seminar, SWS: 2, Max. Teilnehmer: 30
von Bremen, Friederike

Kommentar
This blended-learning seminar will provide methodological knowledge about teaching grammar and vocabulary combined with exercises in lesson planning and lesson analysis. The seminar is a combination of three class sessions (topics: 1. Introduction and Teaching Vocabulary, 2. Teaching Grammar, 3. Lesson Planning and Analysis) and assigned online courses in ILIAS including guided analyses of videotaped English lessons. The online courses have to be worked through individually within set dates in between the three class sessions.

Bemerkung

Literatur
See course page on StudIP.

Language Practice Elective (SPE1/SPE2) (außerschulisch)

SP E1
SPE/SK: English for Intercultural Relations (Blockkurs)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 30
Wright, Linda Elsie

Kommentar
Via lectures interspersed with games, case studies and short projects, we will explore: “Culture” and the meaning of this term Theoretical models of culture (Hofstede, Hall and Lewis) Working across culture in professional contexts Overcoming cultural barriers Preventing and solving misunderstandings Culture shock The overlap between culture and language.

A certain amount of class time will also be set aside for the exchange of views and reflection on experiences, as well as for discussion on the applicability of cultural theory to our experiences. Students pursuing an SL for this course will also meet with the instructor after class on October 7 to discuss their plans for an interactive presentation which will be carried out on the last day of class.

This course counts for EITHER Language Practice Elective OR Schlüsselkompetenzen Bereich A "Sprach-, Medien und Darstellungskompetenzen" OR Schlüsselkompetenzen Bereich B "Allgemeine Kompetenzen zur Förderung der Berufsbejahigung".

Bemerkung

SPE/SK: Indigenous Cultures of Anglophone Countries

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

Kommentar
Students of this course will choose and explore specific themes – e.g. language, art, religious belief, politics, medicine, oral traditions, intellectual property rights, trade-offs, and identity – in relation to indigenous populations of English-speaking countries in Europe, Africa, Asia, the Americas/the Caribbean, and Australia/ the Pacific. As this class is largely comprised of student-led projects that, in addition to language, will also train class and team management skills, students are required to meet with the instructor twice – both two weeks and one week – before the project presentation date to discuss planning and design. These consultations will take place in the hour directly after the
lesson in the appropriate weeks. The instructor will demonstrate examples of the projects in the first weeks of the course.

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

Bemerkung

*SPE/SK: Investigating Song Texts (Blockkurs)*

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 30
Gans, Anne

<table>
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<tr>
<th>Block</th>
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<tbody>
<tr>
<td>09:30 - 15:00 07.10.2019 - 11.10.2019 1502 - 615</td>
<td>This course uses the lyrics of pop songs as the vehicle to extend vocabulary, practise grammar and style, analyse the use of stylistic devices and discuss contemporary issues covered in the songs’ contents. This course counts for EITHER Language Practice Elective OR Schlüsselkompetenzen Bereich A &quot;Sprach-, Medien und Darstellungskompetenzen&quot; OR Schlüsselkompetenzen Bereich B &quot;Allgemeine Kompetenzen zur Förderung der Berufsbefähigung&quot;.</td>
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Bemerkung

*SPE/SK: English for Intercultural Relations (Blockkurs)*

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 30
Wright, Linda Elsie

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<th>Block</th>
<th>Kommentar</th>
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<tbody>
<tr>
<td>11:00 - 16:30 07.10.2019 - 11.10.2019 1502 - 703</td>
<td>Via lectures interspersed with games, case studies and short projects, we will explore: “Culture” and the meaning of this term Theoretical models of culture (Hofstede, Hall and Lewis) Working across culture in professional contexts Overcoming cultural barriers Preventing and solving misunderstandings Culture shock The overlap between culture and language. A certain amount of class time will also be set aside for the exchange of views and reflection on experiences, as well as for discussion on the applicability of cultural theory to our experiences. Students pursuing an SL for this course will also meet with the instructor after class on October 7 to discuss their plans for an interactive presentation which will be carried out on the last day of class. This course counts for EITHER Language Practice Elective OR Schlüsselkompetenzen Bereich A &quot;Sprach-, Medien und Darstellungskompetenzen&quot; OR Schlüsselkompetenzen Bereich B &quot;Allgemeine Kompetenzen zur Förderung der Berufsbefähigung&quot;.</td>
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Bemerkung
**SPE/SK: Indigenous Cultures of Anglophone Countries**

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

**Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 709**

**Kommentar**

Students of this course will choose and explore specific themes – e.g. language, art, religious belief, politics, medicine, oral traditions, intellectual property rights, trade-offs, and identity – in relation to indigenous populations of English-speaking countries in Europe, Asia, Africa, the Americas/the Caribbean, and Australia/the Pacific. As this class is largely comprised of student-led projects that, in addition to language, will also train class and team management skills, students are required to meet with the instructor twice – both two weeks and one week – before the project presentation date to discuss planning and design. These consultations will take place in the hour directly after the lesson in the appropriate weeks. The instructor will demonstrate examples of the projects in the first weeks of the course.

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

**Bemerkung**


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**SPE/SK: Investigating Song Texts (Blockkurs)**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 30
Gans, Anne

**Block 09:30 - 15:00 07.10.2019 - 11.10.2019 1502 - 615**

**Kommentar**

This course uses the lyrics of pop songs as the vehicle to extend vocabulary, practise grammar and style, analyse the use of stylistic devices and discuss contemporary issues covered in the songs’ contents.

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

**Bemerkung**


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**Focus Elective (AmerA/BritA/LingA1/LingA2) (außerschulisch)**

*AmerA*

*AmerA/AAS1/AAS2/AAS3: Defining "American:" Literature and Theories of the Antebellum Period*

Seminar, SWS: 2, Max. Teilnehmer: 40
Fagan, Abigail

**Mi wöchentl. 12:00 - 14:00 16.10.2019 - 01.02.2020 1502 - 609**

**Kommentar**

Between the American Revolution of 1776 and the beginning of the Civil War in 1861, many American authors and politicians used their written texts to consider what it meant to be an American. They asked: what made a person capable of participating in
Englisches Seminar

democratic governance? We will consider the complexities of this question in a period of new nation-making by reading pamphlets and other political texts, such as Thomas Paine’s *Common Sense* and David Walker’s *Appeal*; short stories and poetry; as well as more recent theoretical texts on the significance of the New World for the formation of individual and national identities, including work by Jodi Byrd, Judith Butler, and Sylvia Wynter.

**Bemerkung**

**Literatur**
All course texts will be made available on Stud.IP

**AmerA/AAS1/AAS4: The History/Theory/Materiality of the Book in the United States**

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

**Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 613**

**Kommentar**
In this class, we will study the book in the United States as a medium and cultural form, its history, politics, and materiality. Instead of zooming in on individual stories and arguments that are conveyed in and through books, we will focus on what Michael Warner calls “the cultural meaning of their printedness” in order to uncover the function of printed media in the United States. We will adopt a critical vocabulary of book design and ‘material texts’ (what are imprints, endpapers, or catchwords?) and uncover the ways in which the form and ‘packaging’ of texts shapes experiences of reading and meaning-making. We will study the history of print culture and publishing with a focus on the 18th and 19th centuries and the formative period around 1800 to enrich our understanding of how print helped to form the nation and shaped the self-conception of its inhabitants as a people, but we will also question such and similar theories. Please be prepared to read theory when signing up for this class.

**Bemerkung**

**Literatur**
All course texts will be made available on Stud.IP.

**AmerA/AAS1: Literary Value**

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

**Di wöchentl. 10:00 - 12:00 22.10.2019 - 01.02.2020 1502 - 609**

**Kommentar**
What constitutes literary value? This question is difficult to tackle with the toolbox of contemporary literary theory. Categories of evaluation such as the ‘canon,’ the ‘great author,’ or the ‘masterpiece’ are no longer considered up-to-date. But on the other hand, all of us intuitively refer to value judgments with regard to literature. There is bad writing and good writing, there are guilty pleasures (usually considered ‘bad,’ but oh so nice), stuff we have to read for class (usually considered ‘good,’ but oh so boring), and all the many texts that we are supposed to know (definitely considered ‘good,’ but we will probably never get around to them anyway). In this course, we will look at how categories of literary value have been established and are maintained today. We will reflect on concepts such as popular writing and entertainment literature, and focus, not only in this context, on the role of gender in value formation (the ‘important book,’ it seems, still happens to be written way more often by a man than by a woman). We will take into consideration the role of educational institutions (such as the university) and publishing houses in this context, we will discuss the media, and we will have a close look at the workings of literary prize committees (Nobel, Booker, Pulitzer, Kleist). Most importantly, however, we will be concerned with our own role and work as readers.

**Bemerkung**

**Literatur**
All course texts will be made available on Stud.IP.

WiSe 2019/20
AmerA/AAS2/AAS3: Contemporary Life Writing

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

Mo wöchentl. 10:00 - 12:00 14.10.2019 - 01.02.2020 1502 - 609

Kommentar
Life writing as a genre of literary expression has gained great prominence in the last decades. It goes beyond (auto)biography and memoirs, comprising all sorts of narratives that are often concerned with crucial biographical experiences (illness, loss, sexual identification), with the impact of monumental historical events (war, terrorism, genocide), with the operation of personal and social memory, and, of course, the age-old question of truth and invention. Life writing may be fictional or factual, but it is always concerned with the conjunction of the social or political and the personal, reflecting on the ways in which individuals try to make sense of what happened or happens to them. In this course, we will be concerned with texts that situate themselves at the threshold between fiction and autobiography, and we will discuss why writers feel the need to resort to fiction in order to write about very personal experiences. We will read Siri Hustvedt’s Memories of the Future (2019), Miriam Toews’ All My Puny Sorrows (2014) and at least one other book-length piece of life-writing (to be announced on StudIP as the semester approaches). 

Trigger warning: Please note that we will discuss a series of difficult topics in this class (suicide, illness, rape). If you are in doubt whether this class is for you, contact the instructor beforehand.

Bemerkung

Literatur
Please purchase Siri Hustvedt’s Memories of the Future (2019) and Miriam Toews’ All My Puny Sorrows (2014). Further reading will be announced on Stud.IP.

AmerA/AAS4: Blockbuster Cinema between Narrative, Spectacle, and Media Event, 1975-2019

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix

Do wöchentl. 12:00 - 14:00 17.10.2019 - 01.02.2020 1502 - 703

Kommentar
This class offers an overview of the history of post-classical Hollywood blockbuster cinema and introduces participants to relevant approaches to the study of this type of film. Tracking the evolution of the blockbuster format from its origins in the ‘New Hollywood’ of the 1970s to the digital era, the seminar uses representative case studies —which will range from 1975’s Jaws (Dir. Steven Spielberg) to recent superhero blockbusters like Avengers: Infinity War (2018, Dir. Anthony and Joe Russo)— as a springboard to engage with the mechanics of film narrative, the appeals of attractions like special effects and action scenes, and issues like film marketing, cinematic serialization, transmedia storytelling, and media franchising. In doing so, the seminar attempts to come to terms with the defining aspects that set American blockbuster movies apart from other types of film: their status as big-budget, larger-than-life cinematic spectacles that combine state-of-the-art filmmaking technology with highly effective narrative formulae and widely promoted media events. Please note: While a significant part of the seminar will focus on a discussion of feature films, participants will have to engage with difficult film-theoretical matters as well. Participants are furthermore expected to attend the film screenings that will accompany the seminar or view the respective movies during their free time.

Bemerkung

Literatur
All course texts will be made available on Stud.IP

BritA
Englisches Seminar

BritA, AAS2, AAS3, AAS4: Literary Analysis and Linguistics

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

Di wöchentl. 16:00 - 18:00 15.10.2019 - 01.02.2020 1502 - 703

Kommentar
This seminar combines linguistics and literary studies to help advanced students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a socio-pragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will use a newly published textbook following its structure with chapters on the sounds of English and the rhythms of poetry and speech, on metaphor and metonymy, on syntax, morphology, semantics and pragmatics as well as on varieties of English and discourse analysis. We will discuss a wide range of literary and non-literary texts as well as visual and pop art material. To practise the terminology and further develop the interdisciplinary methodology we will rely on the numerous exercises the author suggests at the end of each chapter. Students will complete some of these exercises as their weekly assignments.

Bemerkung
Registration – Stud.IP 01.09.2019-16.09.2019, for AAS students:
18.09.2019-30.09.2019 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students,
none for others / Further Information – jana.gohrisch@engsem.~

Literatur
Required Reading and Purchase:

BritA, AAS2, AAS3, AAS5: The Colonial Rise of the Novel

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

Di wöchentl. 12:00 - 14:00 15.10.2019 - 01.02.2020 1502 - 703

Kommentar
"Without empire," Edward Said claims in his influential study Culture and Imperialism (1993), "there is no European novel" (69). However, various distinguished explorations of eighteenth-century British fiction such as Ian Watt's The Rise of the Novel (1957) or Michael McKeon's The Origins of the English Novel (1987) gloss over the fact that the emergence of the middle classes and the realist novel rest on colonial expansion and the concomitant exploitation of foreign peoples and countries. Probing into the imperialist "structure of attitude and reference" (Said 63) of a variety of eighteenth- and nineteenth-century British travelogues and novels, this seminar is designed to investigate the racist underpinnings of a literary form that has proved most productive to this day. Starting with an introduction to postcolonial studies and theories of colonial discourse, we shall use Said's method of contrapuntal reading to examine excerpts of Aphra Behn's proto-novel Oroonoko (1688), Daniel Defoe's Robinson Crusoe (1719) and Matthew Lewis's travelogue Journal of a West Indian Proprietor (1812). In the latter half of the semester, we will focus on Jane Austen's Mansfield Park (1813) and Charlotte Brontë's Jane Eyre (1847). We shall not only explore these two British classics alongside non-fictional material such as Thomas Carlyle's "Occasional Discourse on the Nigger Question" (1853) but also watch two recent film adaptations to consider how they both reinforce and challenge imperialist perspectives and to discuss the continuity of racism in contemporary (British) society.

Bemerkung
Registration – Stud.IP 01.09.2019-16.09.2019, for AAS students:
18.09.2019-30.09.2019 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students,
none for others / Further Information – hannah.pardey@engsem.~

Literatur
Required Reading and Purchase
Please get hold of Jane Austen's Mansfield Park and Charlotte Brontë's Jane Eyre in a well-annotated edition and read at least Mansfield Park prior to class. All other primary and secondary material will be provided in a reader available from Copyshop Stork and on Stud.IP at the beginning of the term.

BritA, AAS2, AAS3: British Drama Across the Centuries

WiSe 2019/20
Seminar, SWS: 2, Max. Teilnehmer: 40
Neumann, Janna-Lena

Mo wöchentl. 12:00 - 14:00 14.10.2019 - 01.02.2020 1502 - 703

Kommentar

How has British drama evolved from the 16th to the 21st century, and why? Building on the Survey lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade's *Home, I'm Darling* (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include George Farquhar, John Gay, Oscar Wilde, Samuel Beckett, Agatha Christie and Tom Stoppard.

Studying the selected plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the Introduction to Literary Studies (AmerBritF1) with a context-oriented reading in order to identify, understand and evaluate the development of literary conventions.

Bemerkung

Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information –janna-lena.neumann@engsem.~

Literatur

Required Reading and Purchase

William Shakespeare: *Titus Andronicus* (1591), preferably the Arden Shakespeare edition

Laura Wade: *Home, I'm Darling* (2018)

All other text covered in this seminar will be provided on Stud.IP and in the reader.

Students are advised to read Shakespeare's *Titus Andronicus* before the course begins.

Theoretische Ansätze und Methoden der Atlantic Studies

Seminar, SWS: 2
Bandau, Anja| Gohrisch, Jana

Mi wöchentl. 10:00 - 12:00 16.10.2019 - 01.02.2020 1502 - 703

Kommentar

Since the end of the 15th century, the three continents of Africa, America and Europe were connected to each other through various economic, social, cultural and political connections. This means that developments in each of the three continents cannot be understood in isolation, but only in the context of the mutual connections and influences arising from the circulation of goods, people and ideas across the Atlantic. How do these connections affect the various fields of study, such as historical anthropology, cultural and literary studies? In this seminar, we will discuss selected texts that introduce the theoretical foundations, methodological approaches and different methods of the Atlantic Studies. The aim is to show the specificities of these approaches as well as their interdisciplinarity and the advantages and limitations of their interdisciplinarity. This is particularly important for Global History and Historical Anthropology, as well as for the cultural and literary studies of the Northern and Southern Atlantic and the Caribbean.

Bemerkung

Foundation of the seminar work is a reader with selected texts, which will be provided at the beginning of the seminar. The seminar will be taught in German by Prof. Dr. Anja Bandau (Romanisches Seminar) in the team teaching.

WiSe 2019/20 32
LingA1
LingA1/M8/M9: Linguistics and English Literature

Seminar, SWS: 2
Schulze, Rainer

Di wöchentl. 16:00 - 18:00 15.10.2019 - 01.02.2020 1502 - 609
Kommentar
This advanced seminar will explain and explore a broad range of concepts, including metaphor, metonymy, simile, and blending and will offer tools for analysing them. It will coherently ground the linguistic understanding of these concepts in basic cognitive mechanisms such as categorisation, frames, mental spaces, and viewpoint.

Figurative language is becoming an increasingly popular area of study, as it is relevant to the work of semanticists, pragmatists, discourse analysts, and also those working at the interface of language and literature, and in other disciplines such as philosophy and psychology. This seminar therefore intends to provide a summary, critique, and comparison of the most important theories on how figurative language is used and understood, drawing on research from linguistics, psychology, and other disciplines. In order to ground the discussion in actual language use, the seminar will use examples from discourse, including casual conversation, political speeches, literature, humour, religion, and science.

Bemerkung
Registration – Stud.IP FüBa + Lehramt 01.09.-16.09.2019; Master DEL 18.09.-30.09.2019 / Prerequisites – LingF1-LingF4 (FüBA), M1-M3 (DEL) / Further Information –rainer.schulze@engsem.uni-hannover.de

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


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

LingA1/M8/M9: Neo-Firthian Corpus Linguistics

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

Di wöchentl. 10:00 - 12:00 15.10.2019 - 01.02.2020 1502 - 709
Kommentar
In this seminar, we will explore the approach to corpus linguistics taken by a group of scholars sometimes referred to collectively as neo-Firthian. As this label suggests, these researchers work within the framework of an approach to language suggested by J. R. Firth. The most prominent proponent of the neo-Firthian approach has been John Sinclair. Sinclair was one of the first people to bring Firth’s ideas together with a corpus linguistic methodology; and Sinclair played a major role in enabling subsequent work along these lines. Many of the other key scholars in this tradition – including Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert and Elena Tognini-Bonelli – are, or have previously been, associated with the University of Birmingham, where Sinclair was Professor of Modern English Language from 1965 to 2000.

Central ideas in the approach to corpus linguistics favoured by neo-Firthians are ‘collocation’, ‘colligation’, ‘semantic preference/semantic association’ and ‘semantic prosody/discourse prosody’. We will examine these issues in some detail, both in theory and in practice. This will include discussions of how these are used both generally in linguistics and specifically in neo-Firthian corpus linguistics. Understanding the use of these terms is, to a large extent, key to understanding many of the positions taken by the neo-Firthians.
Englisches Seminar

Bemerkung

Literatur
Recommended Reading:
Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be introduced in class.

LinguA3

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

Di wöchentl. 16:00 - 18:00 22.10.2019 - 01.02.2020 1502 - 116
Di wöchentl. 18:00 - 20:00 22.10.2019 - 01.02.2020 1502 - 103

Kommentar

Für Ling A1 oder LingA2 können im Seminar für den Bereich Englische Sprachwissenschaft NUR Studienleistungen in erworben werden.

Bemerkung
Teilnehmerzahl: 30

Literatur
Wird im Seminar bekanntgegeben.

LingA2

LingA2, M5, M9: Linguistic Diversity: The linguistic effects of mobility and migration (formerly Sociolinguistic Typology)

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

Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 609

Kommentar
This course will present Peter Trudgill's theories of the impact of language diversity brought about by dialect and language contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which the theories will be applied. In addition, we will explore research on Multicultural London English, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology!

Bemerkung

Literatur

LingA2, M8, M9: Learner Corpus Research

Seminar, SWS: 2, Max. Teilnehmer: 30
Altendorf, Ulrike

Mi wöchentl. 08:00 - 10:00 16.10.2019 - 01.02.2020 1502 - 609

Kommentar
Learner Corpus Research (LCR) will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on digitized data in learner corpora (LCR). They will be supplemented by relevant concepts proposed by
Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by work in teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.

**Bemerkung**

**Literatur**
Required Reading: Texts will be available in class.

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**LinguA3**

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

**Di wöchentl.** 16:00 - 18:00 22.10.2019 - 01.02.2020 1502 - 116
Di wöchentl. 18:00 - 20:00 22.10.2019 - 01.02.2020 1502 - 103

**Kommentar**

Für Ling A1 oder LingA2 können im Seminar für den Bereich Englische Sprachwissenschaft **NUR** Studienleistungen in erworben werden.

**Bemerkung**
Teilnehmerzahl: 30

**Literatur**
Wird im Seminar bekanntgegeben.

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

**AmerA**

**AmerA/AAS1/AAS2/AAS3: Defining ”American:” Literature and Theories of the Antebellum Period**

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

**Mi wochentl.** 12:00 - 14:00 16.10.2019 - 01.02.2020 1502 - 609

**Kommentar**
Between the American Revolution of 1776 and the beginning of the Civil War in 1861, many American authors and politicians used their written texts to consider what it meant to be an American. They asked: what made a person capable of participating in democratic governance? We will consider the complexities of this question in a period of new nation-making by reading pamphlets and other political texts, such as Thomas Paine's *Common Sense* and David Walker's *Appeal*; short stories and poetry; as well as more recent theoretical texts on the significance of the New World for the formation of individual and national identities, including work by Jodi Byrd, Judith Butler, and Sylvia Wynter.

**Bemerkung**

**Literatur**
All course texts will be made available on Stud.IP

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**AmerA/AAS1/AAS4: The History/Theory/Materiality of the Book in the United States**

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

**Di wochentl.** 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 613

WiSe 2019/20 35
In this class, we will study the book in the United States as a medium and cultural form, its history, politics, and materiality. Instead of zooming in on individual stories and arguments that are conveyed in and through books, we will focus on what Michael Warner calls “the cultural meaning of their printedness” in order to uncover the function of printed media in the United States. We will adopt a critical vocabulary of book design and ‘material texts’ (what are imprints, endpapers, or catchwords?) and uncover the ways in which the form and ‘packaging’ of texts shapes experiences of reading and meaning-making. We will study the history of print culture and publishing with a focus on the 18th and 19th centuries and the formative period around 1800 to enrich our understanding of how print helped to form the nation and shaped the self-conception of its inhabitants as a people, but we will also question such and similar theories. Please be prepared to read theory when signing up for this class.

Bemerkung


Literatur

All course texts will be made available on Stud.IP.

AmerA/AAS1: Literary Value

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

Di wöchentl. 10:00 - 12:00 22.10.2019 - 01.02.2020 1502 - 609

Kommentar

What constitutes literary value? This question is difficult to tackle with the toolbox of contemporary literary theory. Categories of evaluation such as the ‘canon,’ the ‘great author,’ or the ‘masterpiece’ are no longer considered up-to-date. But on the other hand, all of us intuitively refer to value judgments with regard to literature. There is bad writing and good writing, there are guilty pleasures (usually considered ‘bad,’ but oh so nice), stuff we have to read for class (usually considered ‘good,’ but oh so boring), and all the many texts that we are supposed to know (definitely considered ‘good,’ but we will probably never get around to them anyway). In this course, we will look at how categories of literary value have been established and are maintained today. We will reflect on concepts such as popular writing and entertainment literature, and focus, not only in this context, on the role of gender in value formation (the ‘important book,’ it seems, still happens to be written way more often by a man than by a woman). We will take into consideration the role of educational institutions (such as the university) and publishing houses in this context, we will discuss the media, and we will have a close look at the workings of literary prize committees (Nobel, Booker, Pulitzer, Kleist). Most importantly, however, we will be concerned with our own role and work as readers.

Bemerkung


Literatur

All course texts will be made available on Stud.IP.

AmerA/AAS2/AAS3: Contemporary Life Writing

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

Mo wöchentl. 10:00 - 12:00 14.10.2019 - 01.02.2020 1502 - 609

Kommentar

Life writing as a genre of literary expression has gained great prominence in the last decades. It goes beyond (auto)biography and memoirs, comprising all sorts of narratives that are often concerned with crucial biographical experiences (illness, loss, sexual identification), with the impact of monumental historical events (war, terrorism, genocide), with the operation of personal and social memory, and, of course, the age-old question of truth and invention. Life writing may be fictional or factual, but it is always concerned with the conjunction of life or political and the personal, reflecting on the ways in which individuals try to make sense of what happened or happens to them. In this course, we
will be concerned with texts that situate themselves at the threshold between fiction and autobiography, and we will discuss why writers feel the need to resort to fiction in order to write about very personal experiences. We will read Siri Hustvedt's *Memories of the Future* (2019), Miriam Toews' *All My Puny Sorrows* (2014) and at least one other book-length piece of life-writing (to be announced on StudIP as the semester approaches). Trigger warning: Please note that we will discuss a series of difficult topics in this class (suicide, illness, rape). If you are in doubt whether this class is for you, contact the instructor beforehand.

Bemerkung


Literatur

Please purchase Siri Hustvedt's *Memories of the Future* (2019) and Miriam Toews’ *All My Puny Sorrows* (2014). Further reading will be announced on Stud.IP.

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**AmerA/AAS4: Blockbuster Cinema between Narrative, Spectacle, and Media Event, 1975-2019**

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix

Do wöchentl. 12:00 - 14:00 17.10.2019 - 01.02.2020 1502 - 703

Kommentar

This class offers an overview of the history of post-classical Hollywood blockbuster cinema and introduces participants to relevant approaches to the study of this type of film. Tracking the evolution of the blockbuster format from its origins in the 'New Hollywood' of the 1970s to the digital era, the seminar uses representative case studies—which will range from 1975's *Jaws* (Dir. Steven Spielberg) to recent superhero blockbusters like *Avengers: Infinity War* (2018, Dir. Anthony and Joe Russo)—as a springboard to engage with the mechanics of film narrative, the appeals of attractions like special effects and action scenes, and issues like film marketing, cinematic serialization, transmedia storytelling, and media franchising. In doing so, the seminar attempts to come to terms with the defining aspects that set American blockbuster movies apart from other types of film: their status as big-budget, larger-than-life cinematic spectacles that combine state-of-the-art filmmaking technology with highly effective narrative formulae and widely promoted media events. **Please note:** While a significant part of the seminar will focus on a discussion of feature films, participants will have to engage with difficult film-theoretical matters as well. Participants are furthermore expected to attend the film screenings that will accompany the seminar or view the respective movies during their free time.

Bemerkung


Literatur

All course texts will be made available on Stud.IP

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**BritA, BritA2, BritA3, BritA4: Literary Analysis and Linguistics**

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

Di wöchentl. 16:00 - 18:00 15.10.2019 - 01.02.2020 1502 - 703

Kommentar

This seminar combines linguistics and literary studies to help advanced students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a socio-pragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will use a newly published textbook following its structure with chapters on the sounds of English and the rhythms of poetry and speech, on metaphor and metonymy, on syntax, morphology, semantics and pragmatics as well as on varieties of English and discourse analysis. We will discuss a wide range of literary and non-literary texts as well as visual and pop art material. To practise the terminology and further develop the interdisciplinary methodology we will rely on...
on the numerous exercises the author suggests at the end of each chapter. Students will complete some of these exercises as their weekly assignments.

Bemerkung
Registration – Stud.IP 01.09.2019-16.09.2019, for AAS students:
18.09.2019-30.09.2019 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information – jana.gohrisch@engsem.~

Literatur
Required Reading and Purchase:

BritA, AAS2, AAS3, AAS5: The Colonial Rise of the Novel
Seminar, SWS: 2, Max. Teilnehmer: 40
Pardey, Hannah

Di wöchentl. 12:00 - 14:00 15.10.2019 - 01.02.2020 1502 - 703
Kommentar
"Without empire," Edward Said claims in his influential study Culture and Imperialism (1993), "there is no European novel" (69). However, various distinguished explorations of eighteenth-century British fiction such as Ian Watt's The Rise of the Novel (1957) or Michael McKeon's The Origins of the English Novel (1987) gloss over the fact that the emergence of the middle classes and the realist novel rest on colonial expansion and the concomitant exploitation of foreign peoples and countries. Probing into the imperialist "structure of attitude and reference" (Said 63) of a variety of eighteenth- and nineteenth-century British travelogues and novels, this seminar is designed to investigate the racist underpinnings of a literary form that has proved most productive to this day. Starting with an introduction to postcolonial studies and theories of colonial discourse, we shall use Said's method of contrapuntal reading to examine excerpts of Aphra Behn's proto-novel Oroonoko (1688), Daniel Defoe's Robinson Crusoe (1719) and Matthew Lewis's travelogue Journal of a West Indian Proprietor (1812). In the latter half of the semester, we will focus on Jane Austen's Mansfield Park (1813) and Charlotte Brontë's Jane Eyre (1847). We shall not only explore these two British classics alongside non-fictional material such as Thomas Carlyle's "Occasional Discourse on the Nigger Question" (1853) but also watch two recent film adaptations to consider how they both reinforce and challenge imperialist perspectives and to discuss the continuity of racism in contemporary (British) society.

Bemerkung
Registration – Stud.IP 01.09.2019-16.09.2019, for AAS students:
18.09.2019-30.09.2019 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information –hannah.pardey@engsem.~

Literatur
Required Reading and Purchase
Please get hold of Jane Austen's Mansfield Park and Charlotte Brontë's Jane Eyre in a well-annotated edition and read at least Mansfield Park prior to class. All other primary and secondary material will be provided in a reader available from Copyshop Stork and on Stud.IP at the beginning of the term.

BritA, AAS2, AAS3: British Drama Across the Centuries
Seminar, SWS: 2, Max. Teilnehmer: 40
Neumann, Janna-Lena

Mo wöchentl. 12:00 - 14:00 14.10.2019 - 01.02.2020 1502 - 703
Kommentar
How has British drama evolved from the 16th to the 21st century, and why? Building on the Survey lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade's Home, I'm Darling (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include George Farquhar, John Gay, Oscar Wilde, Samuel Beckett, Agatha Christie and Tom Stoppard.

Studying the selected plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the Introduction to Literary Studies
Englisches Seminar

(AmerBritF1) with a context-oriented reading in order to identify, understand and evaluate the development of literary conventions.

Bemerkung


Literatur

Required Reading and Purchase

William Shakespeare: *Titus Andronicus* (1591), preferably the Arden Shakespeare edition

Laura Wade: *Home, I'm Darling* (2018)

All other text covered in this seminar will be provided on Stud.IP and in the reader.

Students are advised to read Shakespeare’s *Titus Andronicus* before the course begins.

### Theoretische Ansätze und Methoden der Atlantic Studies

Seminar, SWS: 2
Bandau, Anja  Gohrisch, Jana

Mi wöchentl. 10:00 - 12:00 16.10.2019 - 01.02.2020 1502 - 703

Kommentar


Bemerkung

Grundlage der Seminararbeit ist ein Reader mit ausgewählten Texten, der zu Veranstaltungsbeginn zur Verfügung gestellt wird. Das Seminar findet im Team-Teaching mit Prof. Dr. Anja Bandau (Romanisches Seminar) in deutscher Sprache statt.

Reader – Copyshop Stork (Körnerstraße) from 14 Oct 2019 and Stud.IP / Registration – Stud.IP 01.09.-30.09.2019 / Prerequisites – (für Studierende des Englischen Seminars) AmerBritF1, BritF2, BritF3

Further Information jana.gohrisch@engsem.uni-hannover.de

### LingA1

**LingA1/M8/M9: Linguistics and English Literature**

Seminar, SWS: 2
Schulze, Rainer

Di wöchentl. 16:00 - 18:00 15.10.2019 - 01.02.2020 1502 - 609

Kommentar

This advanced seminar will explain and explore a broad range of concepts, including metaphor, metonymy, simile, and blending and will offer tools for analysing them. It
will coherently ground the linguistic understanding of these concepts in basic cognitive mechanisms such as categorisation, frames, mental spaces, and viewpoint.

Figurative language is becoming an increasingly popular area of study, as it is relevant to the work of semanticists, pragmatists, discourse analysts, and also those working at the interface of language and literature, and in other disciplines such as philosophy and psychology. This seminar therefore intends to provide a summary, critique, and comparison of the most important theories on how figurative language is used and understood, drawing on research from linguistics, psychology, and other disciplines. In order to ground the discussion in actual language use, the seminar will use examples from discourse, including casual conversation, political speeches, literature, humour, religion, and science.


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


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

LingA1/M8/M9: Neo-Firthian Corpus Linguistics

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

Di wöchentl. 10:00 - 12:00 15.10.2019 - 01.02.2020 1502 - 709

In this seminar, we will explore the approach to corpus linguistics taken by a group of scholars sometimes referred to collectively as neo-Firthian. As this label suggests, these researchers work within the framework of an approach to language suggested by J. R. Firth. The most prominent proponent of the neo-Firthian approach has been John Sinclair. Sinclair was one of the first people to bring Firth’s ideas together with a corpus linguistic methodology; and Sinclair played a major role in enabling subsequent work along these lines. Many of the other key scholars in this tradition – including Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert and Elena Tognini-Bonelli – are, or have previously been, associated with the University of Birmingham, where Sinclair was Professor of Modern English Language from 1965 to 2000.

Central ideas in the approach to corpus linguistics favoured by neo-Firthians are ‘collocation’, ‘colligation’, ‘semantic preference/semantic association’ and ‘semantic prosody/discourse prosody’. We will examine these issues in some detail, both in theory and in practice. This will include discussions of how these are used both generally in linguistics and specifically in neo-Firthian corpus linguistics. Understanding the use of these terms is, to a large extent, key to understanding many of the positions taken by the neo-Firthians.


Recommended Reading:

Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be introduced in class.

LinguA3

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

Di wöchentl. 16:00 - 18:00 22.10.2019 - 01.02.2020 1502 - 116
Di wöchentl. 18:00 - 20:00 22.10.2019 - 01.02.2020 1502 - 103

Linguistik ist weitaus mehr als grammatische Analyse... LinguA³ vermittelt Einblicke in die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsgebiete

Für Ling A1 oder LingA2 können im Seminar für den Bereich Englische Sprachwissenschaft NUR Studienleistungen in erworben werden.

**Bemerkung**
Teilnehmerzahl: 30

**Literatur**
Wird im Seminar bekanntgegeben.

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**LingA2**

*LingA2, M5, M9: Linguistic Diversity: The linguistic effects of mobility and migration (formerly Sociolinguistic Typology)*

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

**Kommentar**
This course will present Peter Trudgill’s theories of the impact of language diversity brought about by dialect and language contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which the theories will be applied. In addition, we will explore research on *Multicultural London English*, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology!

**Bemerkung**
Prerequisites – LingF1-LingF4 (if applicable) / Further Information – ulrike.altendorf@engsem.~

**Literatur**

**LingA2, M8, M9: Learner Corpus Research**

Seminar, SWS: 2, Max. Teilnehmer: 30
Altendorf, Ulrike

**Kommentar**
Learner Corpus Research (LCR) will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on digitized date in learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by work in teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.

**Bemerkung**
Prerequisites – LingF1-LingF4 (if applicable) / Further Information – ulrike.altendorf@engsem.~

**Literatur**
Required Reading: Texts will be available in class.

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**LinguA3**

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

**Kommentar**

**Bemerkung**

**Literatur**

WiSe 2019/20

Für Ling A1 oder LingA2 können im Seminar für den Bereich Englische Sprachwissenschaft NUR Studienleistungen in erworben werden.

Bemerkung Teilnehmerzahl: 30

Literatur Wird im Seminar bekanntgegeben.

Bachelorarbeit
Kolloquium Englische Sprachwissenschaft

Kolloquium, SWS: 2
Schulze, Rainer

Di wöchentl. 12:00 - 13:00 15.10.2019 - 01.02.2020 1502 - 709

Kommentar

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

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

Bemerkung Registration – Stud.IP 01.09. - 30.09.2019 / Prerequisites – LingF1-LingF4 (FüBA), M1-M3 (DEL) / Further Information –rainer.schulze@engsem.~

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

CO, AAS7, Atlantic Studies Masterarbeit: Colloquium British and Postcolonial Studies

Kolloquium, SWS: 2
Gohrisch, Jana

Di wöchentl. 18:00 - 20:00 15.10.2019 - 01.02.2020 1502 - 709

Kommentar

The colloquium (taught in English and German) caters to students who are completing their bachelor’s or master’s programme with a substantial piece of written work in British or Postcolonial Studies. To support this process, we will discuss scholarly questions such as how to find a topic and how to develop a corpus, how to formulate a research question and a thesis statement, how to structure the final thesis as well as how to do academic research using both digital tools and printed sources. The practical issues cover the search for a supervisor, feasible communication strategies and setting up a workable timetable.
Students will present their individual projects to practise their scholarly discussion skills and profit from the comments of their fellow students. AAS and Atlantic Studies students will study the requirements for the oral exam (defence of the master’s thesis) and may, if they so desire, stage a mock exam to be evaluated by their peers.

Please study the guidelines of the British and Postcolonial Studies sub-department on https://www.englsem.uni-hannover.de/13081.html and on Stud.IP prior to class! Other material will be made available on Stud.IP.

Bemerkung

Stud.IP / Registration – Stud.IP 01.09.-14.10.2019 / Prerequisites – almost completed bachelor’s or master’s programme / Further Information – jana.gohrisch@engsem.~

Literatur

Recommended Reading


English Theatre Workshop

Workshop, SWS: 6
Bennett, Peter

Mi wöchentl. 14:00 - 18:00 23.10.2019 - 29.01.2020 1501 - -119
So wöchentl. 14:00 - 18:00 24.11.2019 - 29.01.2020 1501 - -119

Kommentar

The aim, as usual, will be to perform an English-language play in the final week of the teaching period. The chosen play will be announced no later than the first meeting, possibly beforehand on our Internet homepage (see below for the address). All students who might be interested are warmly invited to the first meeting, which begins punctually at 14.00. Come and find out what is happening. Nobody is asked to commit themselves in the first two weeks. The Theatre Workshop exists first and foremost for the pleasure of creating theatre in English. Credits for key competencies can be obtained incidentally, but that is not what the workshop is for and should not be the main reason for taking part.

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

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

Bemerkung

Registration – 23.10.19, 14:00 in the Theatre Room / Prerequisites – none / Assessment Tasks – participation in all aspects of the production / Further Information – peter.bennett@engsem.~

Lese-Kolloquium Kulturveranstaltungen

Seminar, SWS: 2
Meyer-Kovac, Jens| Vogel, Matthias

Mi wöchentl. 16:00 - 18:00 23.10.2019 - 01.02.2020 1502 - 703

Kommentar

**Englisches Seminar**

konzentrieren? Und welche*r Autor*in ist möglicherweise schon wenige Monate später zu Gast in Hannover?

Bemerkung
Teilnehmerzahl: 25

**LinguA3**

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

| Di wöchentl. 16:00 - 18:00 22.10.2019 - 01.02.2020 1502 - 116 | Di wöchentl. 18:00 - 20:00 22.10.2019 - 01.02.2020 1502 - 103 |
Für Ling A1 oder LingA2 können im Seminar für den Bereich Englische Sprachwissenschaft NUR Studienleistungen in erworben werden. |

Bemerkung
Teilnehmerzahl: 30

**Praxisseminar Kulturveranstaltungen**

Seminar, SWS: 2  
Germerott, Insa| Meyer-Kovac, Jens

| Mi wöchentl. 12:00 - 14:00 23.10.2019 - 31.01.2020 1502 - 415 |

Bemerkung
Teilnehmerzahl: 25

**SPE/SK: English for Intercultural Relations (Blockkurs)**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 30  
Wright, Linda Elsie

| Block 11:00 - 16:30 07.10.2019 - 11.10.2019 1502 - 703 |
| Via lectures interspersed with games, case studies and short projects, we will explore: “Culture” and the meaning of this term Theoretical models of culture (Hofstede, Hall and Lewis) Working across culture in professional contexts Overcoming cultural barriers Preventing and solving misunderstandings Culture shock The overlap between culture and language.  
A certain amount of class time will also be set aside for the exchange of views and reflection on experiences, as well as for discussion on the applicability of cultural theory to our experiences. Students pursuing an SL for this course will also meet with the |

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Englisches Seminar

instructor after class on October 7 to discuss their plans for an interactive presentation which will be carried out on the last day of class.

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

**SPE/SK: Indigenous Cultures of Anglophone Countries**

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

Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 709

**Kommentar** Students of this course will choose and explore specific themes – e.g. language, art, religious belief, politics, medicine, oral traditions, intellectual property rights, trade-offs, and identity – in relation to indigenous populations of English-speaking countries in Europe, Asia, Africa, the Americas/the Caribbean, and Australia/the Pacific. As this class is largely comprised of student-led projects that, in addition to language, will also train class and team management skills, students are required to meet with the instructor twice – both two weeks and one week – before the project presentation date to discuss planning and design. These consultations will take place in the hour directly after the lesson in the appropriate weeks. The instructor will demonstrate examples of the projects in the first weeks of the course.

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


**SPE/SK: Investigating Song Texts (Blockkurs)**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 30
Gans, Anne

Block 09:30 - 15:00 07.10.2019 - 11.10.2019 1502 - 615

**Kommentar** This course uses the lyrics of pop songs as the vehicle to extend vocabulary, practise grammar and style, analyse the use of stylistic devices and discuss contemporary issues covered in the songs’ contents.

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

**Bemerkung** SPE/SK

Bachelorstudiengang Technical Education - Fach Englisch

WiSe 2019/20
Linguistics TECH (LingF1/LingF2/LingF3)

LingF1
LingF1: Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 90
Jalanesh, Aida

Di wöchentl. 10:00 - 12:00 22.10.2019 - 01.02.2020 1502 - 003
Kommentar The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyze the function it fulfills. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II

Bemerkung Registration – Stud.IP 1.9.-18.10.2019 / Prerequisites – none / Further Information – meike.paland@engsem.


LingF1: Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 70
Jalanesh, Aida

Do wöchentl. 10:00 - 12:00 24.10.2019 - 01.02.2020 1502 - 103
Kommentar The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyze the function it fulfills. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II

Bemerkung Registration – Stud.IP 1.9.-18.10.2019 / Prerequisites – none / Further Information – meike.paland@engsem.


LingF2

LingF3
LingF3: Phonetics & Phonology

Vorlesung, SWS: 2
Altendorf, Ulrike

Mi wöchentl. 12:00 - 14:00 16.10.2019 - 01.02.2020 1502 - 003
Kommentar This course will introduce students to segmental and supra-segmental features of the major reference accents of English, RP and General American. If appropriate, the theoretical angle will also be contrastive, focussing on cross-linguistic differences between German and English. Students will also develop skills in perceiving, articulating and transcribing vowel and consonant sounds using IPA symbols.
Foundations Literature and Culture (AmerBritF1)

AmerBritF1: Introduction to Literary Studies

Vorlesung, SWS: 2, Max. Teilnehmer: 40
Neumann, Janna-Lena

Mo wöchentl. 10:00 - 12:00 21.10.2019 - 01.02.2020 1502 - 703

Kommentar

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

Bemerkung

Registration – Stud.IP 01.09.2019-18.10.19 / Prerequisites – none / Further Information – janna-lena.neumann@engsem.~

Literatur

Required Reading and Purchase


AmerBritF1

AmerBritF1: Introduction to Literary Studies

Vorlesung, SWS: 2
Mayer, Ruth

Mo wöchentl. 12:00 - 14:00 21.10.2019 - 01.02.2020 1502 - 609

Kommentar

This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. Taught in the American Studies section and focusing on North American examples, this course nevertheless prepares students for future courses in both British and American literary and cultural studies. The course will acquaint students with various theoretical approaches to literature and culture as well as important critical concepts and methods in order to further their skills of description, analysis, and interpretation. To practice strategies of close reading and analysis, we will draw on representative textual examples from a variety of genres (including poetry, comics, and film) and periods (from the nineteenth to the twenty-first century). Both the theoretical texts and primary examples for this class will be made available on Stud.IP since we do not operate with a dedicated textbook.

Bemerkung

Registration – Stud.IP 01.09. - 18.10.19 / Prerequisites – none / Further Information – ruth.mayer@engsem.~

AmerBritF1: Introduction to Literary Studies

Vorlesung, SWS: 2, Max. Teilnehmer: 40
Oldehus, Anna-Lena

Mi wöchentl. 10:00 - 12:00 23.10.2019 - 01.02.2020 1502 - 609

Kommentar

This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. Taught in the American Studies section and focusing on North American examples, this course nevertheless prepares students for future courses in both British and American literary and cultural studies. The course will acquaint...
students with various theoretical approaches to literature and culture as well as important critical concepts and methods in order to further their skills of description, analysis, and interpretation. To practice strategies of close reading and analysis, we will draw on representative textual examples from a variety of genres (including poetry, comics, and film) and periods (from the nineteenth to the twenty-first century). Both the theoretical texts and primary examples for this class will be made available on Stud.IP since we do not operate with a dedicated textbook.

Bemerkung

Registration – Stud.IP 01.09 - 18.10.19 / Prerequisites – none / Further Information – anna-lena.oldehus@engsem.~

**AmerBritF1: Introduction to Literary Studies**

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

Mi wöchentl. 08:00 - 10:00 23.10.2019 - 01.02.2020 1502 - 703

Kommentar

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

Bemerkung


Literatur

Required Reading and Purchase


**Intermediate American Literature and Culture (AmerF2/AmerF3)**

**AmerF2**

**AmerF2: Survey of American Literature and Culture**

Vorlesung, SWS: 2
Mayer, Ruth

Di wöchentl. 12:00 - 14:00 22.10.2019 - 01.02.2020 1502 - 003

Kommentar

This lecture will provide an introduction to US-American culture and literature from the beginnings of colonization to the present time. We will be concerned with the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts, casting a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution, independence and the negotiations around national identity and manifest destiny. It will focus on the interactions between minorities and mainstream, marginalized groups and powerful parties, and investigate the emergence of cultural categories of distinction (the high, the low, and the middle).

A reader with additional course material will be made available at the beginning of the class. Please refer to the course page on StudIP for further information as the semester approaches. The lectures will be recorded and uploaded together with power point presentations on StudIP.

Bemerkung


Literatur

Registration – Stud.IP 01.09. - 18.10.2019 / Prerequisites – none / Further Information – ruth.mayer@engsem.~

**AmerF3**
**AmerF3: Detectives, Gangsters, and G-Men: American Popular Culture in the 1930s**

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

**Do wöchentlich. 10:00 - 12:00 15.10.2019 - 21.10.2019 1502 - 703**

**Kommentar**
In this course, we will take a closer look at U.S.-American popular culture during the 1930s and early 40s. The era is marked by the Great Depression and by Prohibition, by notorious criminals such as Al Capone and John Dillinger, and by the founding of the FBI. At the same time, this is the heyday of mass media, with the consolidation of radio, the craze for comic strips, the rise of sound film, the ‘golden era’ of film serials, and the beginning of film noir – all of which also hark back to ‘hard-boiled’ detective novels. In keeping with the spirit of the time, all of these media brought forth stories about detectives, master villains, and daring G-men – characters and stories who increasingly reappear across media forms and formats. We will take a closer look at these stories of crime and pursuit and take them as an occasion to practice the analysis of a variety of media forms. For a detailed list of primary sources to be read and viewed during the semester, please refer to StudIP.

**Bemerkung**
Registration – Stud.IP 01.09. - 16.09.2019 / Prerequisites – AmerBritF1 / Further Information – ilka.brasch@engsem.~

**Literatur**
Please purchase Dashiell Hammett’s *The Maltese Falcon* (any edition). All other course texts will be made available on StudIP.

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**AmerF3: U.S.-American Short Stories from the 1910s – 2010s**

**Seminar, SWS: 2, Max. Teilnehmer: 35**
Oldehus, Anna-Lena

**Do wöchentlich. 12:00 - 16:00 17.10.2019 - 28.11.2019 1502 - 609**

**Kommentar**
In this class we will read a selection of U.S.-American short stories, from Jack London’s “To Build a Fire” in the early 1910s to the contemporary piece “On Monday of Last Week” by Chimamanda Ngozi Adichie. The aim of this class is to learn about the characteristics, structures, and specificities of the short story. At the same time, we will engage with the socio-political frames in which each story has been written and published. Thereby, students participating in this course will be encouraged to develop critical thinking skills about topics and themes presented in the text, while they are at the same time familiarized with structural and formal features of the short story as one of the most popular modern literary genres.

Please note: This class is taught in 180-minute sessions (instead of the usual 90) and the final session is on November 28th.

**Bemerkung**
Registration – Stud.IP 1.9.-16.9.2019 / Prerequisites – AmerBritF1 / Further Information – anna-lena.oldehus@engsem.~

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

**BritF2**

**BritF3**

**BritF3: Practising Literary Criticism: British and Postcolonial Literatures**

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

**Di wöchentlich. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 703**

**Kommentar**
This seminar accompanies but does not substitute the BritF2 Survey. Participation in the weekly online course is absolutely mandatory in order to profit from the various exercises conducted in this seminar. Practising the analytical terms and concepts acquired in the AmerBritF1 Introduction, we will read selected literary texts addressed in the Survey.
Englisches Seminar

lecture and explore their representations of race, class and gender in their respective historical and generic contexts. Our particular focus will be on Shakespeare’s tragedy Othello (entire play) and Daniel Defoe’s novel Robinson Crusoe (excerpts). We will thus investigate how the texts have contributed to shape an understanding of British history and culture. To achieve this objective, students will be asked to work with definitions of terms and concepts by using relevant specialist literature such as encyclopedia, dictionaries and scholarly texts.

Bemerkung


Literatur Required Reading and Purchase

Please get hold of Shakespeare’s Othello (Arden edition) and read the play prior to class. All other material (including the longer excerpts from Robinson Crusoe) will be provided in a reader available from Copyshop Stork and on Stud.IP.

Foundations Language Practice (SP1/SP2)

**SP1**

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

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20
Gans, Anne

Mo wöchentl. 10:00 - 12:00 21.10.2019 - 01.02.2020 1502 - 613

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

Bemerkung


**SP1: Vocabulary and Pronunciation (Group 2)**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20
Gans, Anne

Mo wöchentl. 12:00 - 14:00 21.10.2019 - 01.02.2020 1502 - 615

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

Bemerkung


**SP1: Vocabulary and Pronunciation (Group 3)**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20
Gans, Anne | Wright, Linda Elsie

WiSe 2019/20
### SP1: Vocabulary and Pronunciation (Group 4)

**Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20**  
Gans, Anne | Wright, Linda Elsie

**Do wöchentl. 10:00 - 12:00 24.10.2019 - 01.02.2020 1502 - 709**

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

**Bemerkung**  
*Registration – StudIP 01.09.2019-18.10.2019 / Prerequisites – none / Assessment Tasks – SL: regular homework tasks, test / Further Information – anne.gans@engsem~ SP1: Vocabulary and Pronunciation (Group 4)*

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### SP1: Vocabulary and Pronunciation (Group 5)

**Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20**  
Gans, Anne | Wright, Linda Elsie

**Do wöchentl. 12:00 - 14:00 24.10.2019 - 01.02.2020 1502 - 709**

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

**Bemerkung**  
*Registration – StudIP 01.09.2019-18.10.2019 / Prerequisites – none / Assessment Tasks – SL: regular homework tasks, test / Further Information – anne.gans@engsem~ SP1: Vocabulary and Pronunciation (Group 5)*

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### SP1: Vocabulary and Pronunciation (Group 6)

**Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20**  
Gans, Anne

**Fr wöchentl. 10:00 - 12:00 25.10.2019 - 01.02.2020 1502 - 609**

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

**Bemerkung**  
*Registration – StudIP 01.09.2019-18.10.2019 / Prerequisites – none / Assessment Tasks – SL: regular homework tasks, test / Further Information – anne.gans@engsem~ SP1: Vocabulary and Pronunciation (Group 6)*

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### SP1: Vocabulary and Pronunciation (Group 7)

**Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20**  
Gans, Anne

**WiSe 2019/20**

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Englisches Seminar

Fr wöchentl. 12:00 - 14:00 25.10.2019 - 01.02.2020 1502 - 609

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

Bemerkung Registration – StudIP 01.09.2019-18.10.2019 / Prerequisites – none / Assessment Tasks – SL: regular homework tasks, test / Further Information – anne.gans@engsem~

SP2

Advanced Language Practice (SP3/SP4)

SP3

SP3: Composition (Group 1)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20
Gans, Anne| Schneller, Jill

Di wöchentl. 10:00 - 12:00 15.10.2019 - 01.02.2020 1502 - 613

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

Bemerkung Registration – StudIP 01.09.2019-16.09.2010 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Further Information – jill.schneller@engsem~

SP3: Composition (Group 2)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20
Gans, Anne| Schneller, Jill

Mi wöchentl. 10:00 - 12:00 16.10.2019 - 01.02.2020 1502 - 613

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

Bemerkung Registration – StudIP 01.09.2019-16.09.2010 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Further Information – jill.schneller@engsem~

SP3: Composition (Group 3)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20
Gans, Anne| Wright, Linda Elsie

Mi wöchentl. 12:00 - 14:00 16.10.2019 - 01.02.2020 1502 - 613

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

Bemerkung Registration – StudIP 01.09.2019-16.09.2010 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Further Information – jill.schneller@engsem~
**SP3: Composition (Group 4)**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20  
Gans, Anne| Wright, Linda Elsie

**Mi wöchentl. 14:00 - 16:00 16.10.2019 - 01.02.2020 1502 - 613**

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

**Bemerkung**  

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**SP3: Composition (Group 5)**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20  
Gans, Anne| Wright, Linda Elsie

**Mi wöchentl. 10:00 - 12:00 16.10.2019 - 01.02.2020 1502 - 709**

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

**Bemerkung**  

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

**DidF1**

**DidF1: Introduction to Teaching English as a Foreign Language**

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

**Do wöchentl. 08:00 - 10:00 17.10.2019 - 01.02.2020 1502 - 615**

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

**Bemerkung**  
*Registration* – StudIP 01.09. - 16.09.2019 / *Size restriction* – 30 / *Prerequisites* – None. / *Further Information* – gabriele.blell@engsem.uni-hannover.de  

**Literatur**  
Additional texts will be posted on StudIP.

**DidF1: Introduction to Teaching English as a Foreign Language**

Seminar, SWS: 2, Max. Teilnehmer: 30  
Woltin, Alexander

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

An optional tutorial will be offered.

Bemerkung  
Registration – StudIP 01.09.-16.09.2019 / Size restriction – 30 / Prerequisites – None / Further Information –alexander.woltin@engsem.~

Literatur  

Additional texts will be posted on StudIP.

**DidF2: Communicative Approaches to Teaching Years 5 and 6**

Seminar, SWS: 2, Max. Teilnehmer: 30  
Blanckertz, Janka

Kommentar  
Establishing a truly communicative, monolingual English classroom is the main objective in teaching young learners in the first years of secondary school. This course explores the essential didactic foundations and the practical methods suited to promote and develop authentic communication in the target language in years 5 and 6. To this end, we will consider the skills acquired by students in primary school, and, based on these,
map out a learning curve designed to gradually develop young learners' communicative competence in the foreign language. We will discuss the significance of learner-oriented, relevant and creative content, critically evaluate material provided in the textbooks of the educational publishers and develop our own alternatives. Based on lesson plans and videotaped lessons, you will learn about the key role of classroom phrases, scaffolding and extensive and varied exercises in the learning process in order to make use of this knowledge in your own planning. The focus of this class is on applying and practising your skills in role play simulations. To receive credit, you are expected to work in teams and plan, present and evaluate a lesson based on a grammatical or communicative structure selected in accordance with the requirements of the KC I and the topics addressed in the year 5/6 textbooks. Finally, we will discuss different forms of assessment and design tests/exams.

Bemerkung
Registration – StudIP 01.09.-16.09.2019 / Size restriction – 30 / Prerequisites – DidF1/ Further Information – janka.blancertz@engsem.uni-hannover.de

Literatur
See course page on StudIP.

DidF2: Lost in mediation?!?!

Seminar, SWS: 2, Max. Teilnehmer: 30
Woltin, Alexander

Mo wöchentl. 14:00 - 16:00 14.10.2019 - 27.01.2020 1502 - 615
Kommentar
Today’s interlingual and intercultural encounters require special skills such as mediation. Mediation has been implemented as a “fifth skill” in terms of a “new” competence by the core curricula on part of the Federal States and is thus not only an integral part of foreign language teaching but also an obligatory part of (final) examinations at the present day. However, mediation is a highly complex and rather challenging competence for the students to acquire and to perform as multimodal receptive and productive abilities are needed not only in the target, but also in one’s first language. Moreover, a profound command of the target language and intercultural competences are mandatory to meet the addressee and the given situation adequately. In this seminar we will define mediation, discuss its didactical potential, focus on how to teach the acquisition of integrative skills so that learners can become decent language and culture mediators not only for school settings but also and especially for their future within a globalized world.

Prerequisites for certificate: reading assignments, regular attendance and active participation. Furthermore, material design, planning a lesson and simulating it – will be specified in our seminar.

Bemerkung
Registration – StudIP 01.09.-16.09.2019 / Size restriction – 30 / Prerequisites – DidF1/ Further Information – alexwoltin@engsem.uni-hannover.de

Literatur
Literature:

DidF2: Teaching Grammar and Vocabulary (Blockseminar)

Seminar, SWS: 2, Max. Teilnehmer: 30
von Bremen, Friederike

Fr Einzel 12:00 - 16:00 01.11.2019 - 01.11.2019 1502 - 615
Fr Einzel 12:00 - 16:00 06.12.2019 - 06.12.2019 1502 - 615
Fr Einzel 12:00 - 16:00 24.01.2020 - 24.01.2020 1502 - 615
Kommentar
This blended-learning seminar will provide methodological knowledge about teaching grammar and vocabulary combined with exercises in lesson planning and lesson analysis. The seminar is a combination of three class sessions (topics: 1. Introduction and Teaching Vocabulary, 2. Teaching Grammar, 3. Lesson Planning and Analysis) and assigned online courses in ILIAS including guided analyses of videotaped English
Englisches Seminar

lessons. The online courses have to be worked through individually within set dates in-between the three class sessions.

Bemerkung

Literatur
See course page on StudIP.

Bachelorarbeit
Kolloquium Englische Sprachwissenschaft

Kolloquium, SWS: 2
Schulze, Rainer

Di wöchentl. 12:00 - 13:00 15.10.2019 - 01.02.2020 1502 - 709
Kommentar
Once the research is over, the question of how to write each chapter of a thesis or dissertation remains. This seminar will introduce first-time thesis-writers to the process of writing up (non-) empirical research. To help students understand what content and structure are appropriate for the different parts of a thesis, we will present a range of options, illustrating them with analyses of and commentary on sections from our own research or from real Bachelor or Masters Theses in English linguistics. We will especially focus on the major problems encountered by Germans writing in English. These problems will include overall text organisation, academic text conventions (style sheet!), sentence construction, idiomatic phrasing, argumentation and style, and, not to forget: proper oral presentation. We will also address major prerequisites for doing research, i.e. choosing an area, getting organised, using resources, doing theory-only projects, setting up data-based research, avoiding plagiarism, etc.

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

Bemerkung
Registration – Stud.IP 01.09. - 30.09.2019 / Prerequisites – LingF1-LingF4 (FüBA), M1-M3 (DEL) / Further Information – rainer.schulze@engsem.

Professionalisierungsbereich Schlüsselkompetenzen
Für weitere Veranstaltungen siehe das Angebot des Zentrums für Schlüsselkompetenzen.

English Theatre Workshop

Workshop, SWS: 6
Bennett, Peter

Mi wöchentl. 14:00 - 18:00 23.10.2019 - 29.01.2020 1501 - -119
So wöchentl. 14:00 - 18:00 24.11.2019 - 29.01.2020 1501 - -119
Kommentar
The aim, as usual, will be to perform an English-language play in the final week of the teaching period. The chosen play will be announced no later than the first meeting, possibly beforehand on our Internet homepage (see below for the address). All students who might be interested are warmly invited to the first meeting, which begins punctually at 14.00. Come and find out what is happening. Nobody is asked to commit themselves in the first two weeks. The Theatre Workshop exists first and foremost for the pleasure of creating theatre in English. Credits for key competencies can be obtained incidentally, but that is not what the workshop is for and should not be the main reason for taking part.

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

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

Bemerkung
Registration – 23.10.19, 14:00 in the Theatre Room / Prerequisites – none / Assessment Tasks – participation in all aspects of the production / Further Information – peter.bennett@engsem.

Lese-Kolloquium Kulturveranstaltungen

WiSe 2019/20
English Seminar


Kommentar

Teilnehmerzahl: 25


Für Ling A1 oder LingA2 können im Seminar für den Bereich Englische Sprachwissenschaft NUR Studienleistungen in erworben werden.

Kommentar

Teilnehmerzahl: 30

Wird im Seminar bekanntgegeben.

Praxisseminar Kulturveranstaltungen


Mi wöchentl. 12:00 - 14:00 23.10.2019 - 31.01.2020 1502 - 415

Kommentar


WiSe 2019/20 57
selbständig planen und die sie im Programm des Literarischen Salons praktisch umsetzen können.

Bemerkung
Teilnehmerzahl: 25

SPE/SK: English for Intercultural Relations (Blockkurs)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 30
Wright, Linda Elsie

Block
11:00 - 16:30 07.10.2019 - 11.10.2019 1502 - 703
Kommentar
Via lectures interspersed with games, case studies and short projects, we will explore: “Culture” and the meaning of this term Theoretical models of culture (Hofstede, Hall and Lewis) Working across culture in professional contexts Overcoming cultural barriers Preventing and solving misunderstandings Culture shock The overlap between culture and language.

A certain amount of class time will also be set aside for the exchange of views and reflection on experiences, as well as for discussion on the applicability of cultural theory to our experiences. Students pursuing an SL for this course will also meet with the instructor after class on October 7 to discuss their plans for an interactive presentation which will be carried out on the last day of class.

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

Bemerkung

SPE/SK: Indigenous Cultures of Anglophone Countries

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

Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 709
Kommentar
Students of this course will choose and explore specific themes – e.g. language, art, religious belief, politics, medicine, oral traditions, intellectual property rights, trade-offs, and identity – in relation to indigenous populations of English-speaking countries in Europe, Asia, Africa, the Americas/the Caribbean, and Australia/ the Pacific. As this class is largely comprised of student-led projects that, in addition to language, will also train class and team management skills, students are required to meet with the instructor twice – both two weeks and one week – before the project presentation date to discuss planning and design. These consultations will take place in the hour directly after the lesson in the appropriate weeks. The instructor will demonstrate examples of the projects in the first weeks of the course.

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

Bemerkung

SPE/SK: Investigating Song Texts (Blockkurs)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 30
Gans, Anne
Englisches Seminar

Block 09:30 - 15:00 07.10.2019 - 11.10.2019 1502 - 615

This course uses the lyrics of pop songs as the vehicle to extend vocabulary, practise grammar and style, analyse the use of stylistic devices and discuss contemporary issues covered in the songs’ contents.

This course counts for EITHER Language Practice Elective OR Schlüsselkompetenzen Bereich A "Sprach-, Medien und Darstellungskompetenzen" OR Schlüsselkompetenzen Bereich B "Allgemeine Kompetenzen zur Förderung der Berufsbehaftigung".

Bemerkung SPE/SK


Masterstudiengang Lehramt Gymnasium - Fach Englisch

Fachpraktikum Englisch (DidPA) (Erst-, Zweitfach und Kleine Fakultas)
DidFP: Fachpraktikum (1)

Fachpraktikum, SWS: 2
Woltin, Alexander

Do wöchentl. 12:00 - 14:00 17.10.2019 - 01.02.2020 1502 - 615


Die entsprechenden Termine für die Veranstaltungen während des Fachpraktikums werden über StudIP bekannt gegeben.

Voraussetzung für das Fachpraktikum ist der Besuch der Veranstaltung „Planung & Analyse von EU“.

Bemerkung Registration – StudIP 01.09.-16.09.2019 / Size restriction – / Prerequisites – DidF, DidPA / Further Information – alexander.woltin@engsem.~
Literatur

Literatur (exemplarisch):

DidFP: Fachpraktikum (2)

Fachpraktikum, SWS: 2
Woltin, Alexander

Fr wöchentl. 10:00 - 12:00 18.10.2019 - 01.02.2020 1502 - 615

Kommentar


Die entsprechenden Termine für die Veranstaltungen während des Fachpraktikums werden über StudIP bekannt gegeben.

Voraussetzung für das Fachpraktikum ist der Besuch der Veranstaltung „Planung & Analyse von EU“.

Bemerkung
Registration – StudIP 01.09.-16.09.2019 / Size restriction – / Prerequisites – DidF, DidPA / Further Information – alexander.woltin@engsem.~

Literatur

Literatur (exemplarisch):

DidPA: Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 25
Lemke, Andreas

Mi wöchentl. 14:00 - 16:00 16.10.2019 - 01.02.2020 1502 - 615

**DidPA: Planung & Analyse von Englischunterricht**

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

Mo wöchentl. 16:00 - 18:00 14.10.2019 - 01.02.2020 1502 - 615


**DidPA: Planung & Analyse von Englischunterricht**

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

Mi wöchentl. 10:00 - 12:00 16.10.2019 - 01.02.2020 1502 - 615


**Advanced Methodology (DidA) (Erst-, Zweifach und Kleine Fakultas)**

DidA: Language Awareness Matters: Along the Way to a Language Sensitive School

Seminar, SWS: 2, Max. Teilnehmer: 15
Blell, Gabriele
The new Lower Saxony "Kerncurriculum" for the EFL classroom (discussion version of 2016) more than earlier versions puts a strong focus on teaching facets of language awareness (Sprachbewusstheit) and language learning competence (Sprachlernkompetenz). Language awareness, on the one hand, can be understood as explicit knowledge about language(s), and conscious perception and sensitivity in language learning and use (e.g. recognize, name and analyze communication problems and find possible ‘repair strategies’; recognize, describe and evaluate language manipulation strategies (critical language awareness). On the other hand, language learning competence comprises the willingness and ability to analyze and critically reflect one’s own language learning and use. Learners should be able to make use of a repertoire of strategies (e.g. cognitive & metacognitive learning or social & emotional strategies). We will discuss selected topics and subsequently promote creative ways of dealing with them in a task based and learner- and activity based way. The course ends with a written exam.

Registration – StudIP 01.09. - 16.09.2019 / Size restriction – 15 / Prerequisites – None / Further Information – gabriele.blell@engsem.uni-hannover.de; gabriele.blell@engsem.uni-hannover.de

DidA: Professional Thinking and Reflective Practice

The analysis of learning and teaching processes in the classroom is an essential part of teacher training as well as of professional competence. To improve their teaching skills, enforce professional and personal growth and stay healthy in their professional environment, teachers need a skill set to analyse, reflect on and appreciate teaching processes.

In this class we will discuss theories of cognitive behaviour in teaching processes, learn about topic-specific lesson design, work on concepts of classroom analysis and analyse videos of English classes, e.g. teaching vocabulary, teaching grammar, teaching literature, using conversation techniques, dealing with problems in the classroom etc.

To receive credit, full attendance and committed participation in the discussions during the seminar is required.

Registration – Stud.IP 01.09. – 16.09.2019 / Size Restriction – 30 / Prerequisites – DidF / Further Information – friederike.von.bremen@engsem.uni-hannover.de

DidA: Teaching English with Film

This course is designed to help you to teach films which have become part of the Abitur in Lower Saxony as well. One of the objectives will be to critically analyze and understand the purpose for the use of basic film/video techniques and methods for teaching them to students. Furthermore, we will analyze a couple of film scenes, among them scenes from L.A. Crash by Paul Haggis, 2006 (L.A.Crash is part of the Abitur in 2020 and 2021). Finally, we will subsequently design and discuss task- and activity-oriented learning scenarios for the EFL classroom.

Registration – StudIP 01.09. - 16.09.2019 / Size restriction – 30 / Prerequisites – DidF / Further Information – gabriele.blell@engsem.uni-hannover.de
Englisches Seminar

**Literatur**

*Required Reading:* Blell, Gabriele, Grünewald Andreas, Kepser, Matthias & Surkamp, Carola (Hg.) *Film in den Fächern der sprachlichen Bildung*. Baltmannsweiler: Schneider Verlag Hohengehren 2016.

**DidA: Teaching Literature in the EFL Classroom**

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

Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 615

Kommentar

(Short) stories, which rely so much on words, offer a major and constant source of language experience for learners on all school levels. Already 1982, Salmon Rushdie commented on the forthcoming success of postcolonial novels and short stories with the statement: “[T]he Empire writes back with a vengeance”. During the course we will particularly focus on multicultural British short stories by Hanif Kureishi, Farrukh Dhondy, Jean Rhys or David Dabydeen and a couple of Mexican-American short stories by Benjamin Alire Sáenz. Among others, we will also read Amy Tan’s *Two Kinds* and Julius Lester’s *The Child*. (Abitur 2020 and 2021). The course will present different approaches to teaching these texts. Processes of reading and responding to them will be in the centre of discussion. We will discuss methods of analyzing short stories in the English language classroom and subsequently promote creative ways of dealing with short stories in a learner- and activity based way. The course will end with a written exam (PL).

Bemerkung

Registration – StudIP 01.09. - 16.09.2019 / Size restriction – 30 / Prerequisites – DidF / Further Information – gabriele.bell@engsem.uni-hannover.de

**Literatur**

See course page on StudIP.

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**Advanced Studies (AmerA/BritA/LingA1/LingA2) (Erstfach & Kleine Fakultas)**

**AmerA**

*AmerA/AAS1/AAS2/AAS3: Defining "American:" Literature and Theories of the Antebellum Period*

Seminar, SWS: 2, Max. Teilnehmer: 40
Fagan, Abigail

Mi wöchentl. 12:00 - 14:00 16.10.2019 - 01.02.2020 1502 - 609

Kommentar

Between the American Revolution of 1776 and the beginning of the Civil War in 1861, many American authors and politicians used their written texts to consider what it meant to be an American. They asked: what made a person capable of participating in democratic governance? We will consider the complexities of this question in a period of new nation-making by reading pamphlets and other political texts, such as Thomas Paine’s *Common Sense* and David Walker’s *Appeal*; short stories and poetry; as well as more recent theoretical texts on the significance of the New World for the formation of individual and national identities, including work by Jodi Byrd, Judith Butler, and Sylvia Wynter.

Bemerkung


**Literatur**

All course texts will be made available on Stud.IP

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**AmerA/AAS1/AAS4: The History/Theory/Materiality of the Book in the United States**

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

Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 613

Kommentar

In this class, we will study the book in the United States as a medium and cultural form, its history, politics, and materiality. Instead of zooming in on individual stories and arguments that are conveyed in and through books, we will focus on what Michael Warner calls “the cultural meaning of their printedness” in order to uncover the function...
of printed media in the United States. We will adopt a critical vocabulary of book design and 'material texts' (what are imprints, endpapers, or catchwords?) and uncover the ways in which the form and 'packaging' of texts shapes experiences of reading and meaning-making. We will study the history of print culture and publishing with a focus on the 18th and 19th centuries and the formative period around 1800 to enrich our understanding of how print helped to form the nation and shaped the self-conception of its inhabitants as a people, but we will also question such and similar theories. Please be prepared to read theory when signing up for this class.

**Bemerkung**


**Literatur**

All course texts will be made available on Stud.IP.

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### AmerA/AAS1: Literary Value

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

**Mayer, Ruth**

Di wöchentl. 10:00 - 12:00 22.10.2019 - 01.02.2020 1502 - 609

**Kommentar**

What constitutes literary value? This question is difficult to tackle with the toolbox of contemporary literary theory. Categories of evaluation such as the 'canon,' the 'great author,' or the 'masterpiece' are no longer considered up-to-date. But on the other hand, all of us intuitively refer to value judgments with regard to literature. There is bad writing and good writing, there are guilty pleasures (usually considered 'bad,' but oh so nice), stuff we have to read for class (usually considered 'good,' but oh so boring), and all the many texts that we are supposed to know (definitely considered 'good,' but we will probably never get around to them anyway). In this course, we will look at how categories of literary value have been established and are maintained today. We will reflect on concepts such as popular writing and entertainment literature, and focus, not only in this context, on the role of gender in value formation (the 'important book,' it seems, still happens to be written way more often by a man than by a woman). We will take into consideration the role of educational institutions (such as the university) and publishing houses in this context, we will discuss the media, and we will have a close look at the workings of literary prize committees (Nobel, Booker, Pulitzer, Kleist). Most importantly, however, we will be concerned with our own role and work as readers.

**Bemerkung**


**Literatur**

All course texts will be made available on Stud.IP.

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### AmerA/AAS2/AAS3: Contemporary Life Writing

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

**Mayer, Ruth**

Mo wöchentl. 10:00 - 12:00 14.10.2019 - 01.02.2020 1502 - 609

**Kommentar**

Life writing as a genre of literary expression has gained great prominence in the last decades. It goes beyond (auto)biography and memoirs, comprising all sorts of narratives that are often concerned with crucial biographical experiences (illness, loss, sexual identification), with the impact of monumental historical events (war, terrorism, genocide), with the operation of personal and social memory, and, of course, the age-old question of truth and invention. Life writing may be fictional or factual, but it is always concerned with the conjunction of the social or political and the personal, reflecting on the ways in which individuals try to make sense of what happened or happens to them. In this course, we will be concerned with texts that situate themselves at the threshold between fiction and autobiography, and we will discuss why writers feel the need to resort to fiction in order to write about very personal experiences. We will read Siri Hustvedt's *Memories of the Future* (2019), Miriam Toews' *All My Puny Sorrows* (2014) and at least one other book-
Englisches Seminar

length piece of life-writing (to be announced on StudIP as the semester approaches). Trigger warning: Please note that we will discuss a series of difficult topics in this class (suicide, illness, rape). If you are in doubt whether this class is for you, contact the instructor beforehand.

Bemerkung

Literatur
Please purchase Siri Hustvedt’s Memories of the Future (2019) and Miriam Toews’ All My Puny Sorrows (2014). Further reading will be announced on Stud.IP.

AmerA/AAS4: Blockbuster Cinema between Narrative, Spectacle, and Media Event, 1975-2019

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix

Do wöchentl. 12:00 - 14:00 17.10.2019 - 01.02.2020 1502 - 703

Kommentar
This class offers an overview of the history of post-classical Hollywood blockbuster cinema and introduces participants to relevant approaches to the study of this type of film. Tracking the evolution of the blockbuster format from its origins in the ‘New Hollywood’ of the 1970s to the digital era, the seminar uses representative case studies —which will range from 1975’s Jaws (Dir. Steven Spielberg) to recent superhero blockbusters like Avengers: Infinity War (2018, Dir. Anthony and Joe Russo)— as a springboard to engage with the mechanics of film narrative, the appeals of attractions like special effects and action scenes, and issues like film marketing, cinematic serialization, transmedia storytelling, and media franchising. In doing so, the seminar attempts to come to terms with the defining aspects that set American blockbuster movies apart from other types of film: their status as big-budget, larger-than-life cinematic spectacles that combine state-of-the-art filmmaking technology with highly effective narrative formulae and widely promoted media events. Please note: While a significant part of the seminar will focus on a discussion of feature films, participants will have to engage with difficult film-theoretical matters as well. Participants are furthermore expected to attend the film screenings that will accompany the seminar or view the respective movies during their free time.

Bemerkung

Literatur
All course texts will be made available on Stud.IP

BritA

AmerBritF1, BritF2, BritF3

BritA, AAS2, AAS3, AAS4: Literary Analysis and Linguistics

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

Di wöchentl. 16:00 - 18:00 15.10.2019 - 01.02.2020 1502 - 703

Kommentar
This seminar combines linguistics and literary studies to help advanced students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a socio-pragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will use a newly published textbook following its structure with chapters on the sounds of English and the rhythms of poetry and speech, on metaphor and metonymy, on syntax, morphology, semantics and pragmatics as well as on varieties of English and discourse analysis. We will discuss a wide range of literary and non-literary texts as well as visual and pop art material. To practise the terminology and further develop the interdisciplinary methodology we will rely on the numerous exercises the author suggests at the end of each chapter. Students will complete some of these exercises as their weekly assignments.

Bemerkung
Englisches Seminar

Literatur

Required Reading and Purchase:

BritA, AAS2, AAS3, AAS5: The Colonial Rise of the Novel

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

Di wöchentl. 12:00 - 14:00 15.10.2019 - 01.02.2020 1502 - 703

"Without empire," Edward Said claims in his influential study Culture and Imperialism (1993), "there is no European novel" (69). However, various distinguished explorations of eighteenth-century British fiction such as Ian Watt's The Rise of the Novel (1957) or Michael McKeon's The Origins of the English Novel (1987) gloss over the fact that the emergence of the middle classes and the realist novel rest on colonial expansion and the concomitant exploitation of foreign peoples and countries. Probing into the imperialist "structure of attitude and reference" (Said 63) of a variety of eighteenth- and nineteenth-century British travelogues and novels, this seminar is designed to investigate the racist underpinnings of a literary form that has proved most productive to this day. Starting with an introduction to postcolonial studies and theories of colonial discourse, we shall use Said's method of contrapuntal reading to examine excerpts of Aphra Behn's proto-novel Oroonoko (1688), Daniel Defoe's Robinson Crusoe (1719) and Matthew Lewis's travelogue Journal of a West Indian Proprietor (1812). In the latter half of the semester, we will focus on Jane Austen's Mansfield Park (1813) and Charlotte Brontë's Jane Eyre (1847). We shall not only explore these two British classics alongside non-fictional material such as Thomas Carlyle's "Occasional Discourse on the Nigger Question" (1853) but also watch two recent film adaptations to consider how they both reinforce and challenge imperialist perspectives and to discuss the continuity of racism in contemporary (British) society.

Bemerkung


Literatur

Please get hold of Jane Austen's Mansfield Park and Charlotte Brontë's Jane Eyre in a well-annotated edition and read at least Mansfield Park prior to class. All other primary and secondary material will be provided in a reader available from Copyshop Stork and on Stud.IP at the beginning of the term.

BritA, AAS2, AAS3: British Drama Across the Centuries

Seminar, SWS: 2, Max. Teilnehmer: 40
Neumann, Janna-Lena

Mo wöchentl. 12:00 - 14:00 14.10.2019 - 01.02.2020 1502 - 703

How has British drama evolved from the 16th to the 21st century, and why? Building on the Survey lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade's Home, I'm Darling (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include George Farquhar, John Gay, Oscar Wilde, Samuel Beckett, Agatha Christie and Tom Stoppard.

Studying the selected plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the Introduction to Literary Studies (AmerBritF1) with a context-oriented reading in order to identify, understand and evaluate the development of literary conventions.

Bemerkung

**Prerequisites** – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / **Further Information** – janna-lena.neumann@engsem.uni-hannover.de

**Literatur**

**Required Reading and Purchase**

William Shakespeare: *Titus Andronicus* (1591), preferably the Arden Shakespeare edition

Laura Wade: *Home, I'm Darling* (2018)

All other text covered in this seminar will be provided on Stud.IP and in the reader.

Students are advised to read Shakespeare's *Titus Andronicus* before the course begins.

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**Theoretische Ansätze und Methoden der Atlantic Studies**

<table>
<thead>
<tr>
<th>Seminar, SWS: 2</th>
<th>Bandau, Anja</th>
<th>Gohrisch, Jana</th>
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<td>Mi wöchentl. 10:00 - 12:00 16.10.2019 - 01.02.2020 1502 - 703</td>
<td>Gesamtansicht</td>
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</table>

**Kommentar**


**Bemerkung**

Grundlage der Seminararbeit ist ein Reader mit ausgewählten Texten, der zu Veranstaltungsbeginn zur Verfügung gestellt wird. Das Seminar findet im Team-Teaching mit Prof. Dr. Anja Bandau (Romanisches Seminar) in deutscher Sprache statt.


*Further Information* jana.gohrisch@engsem.uni-hannover.de

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**LingA1**

**LingA1/M8/M9: Linguistics and English Literature**

<table>
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<th>Seminar, SWS: 2</th>
<th>Schulze, Rainer</th>
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**Kommentar**

This advanced seminar will explain and explore a broad range of concepts, including metaphor, metonymy, simile, and blending and will offer tools for analysing them. It will coherently ground the linguistic understanding of these concepts in basic cognitive mechanisms such as categorisation, frames, mental spaces, and viewpoint.

Figurative language is becoming an increasingly popular area of study, as it is relevant to the work of semanticists, pragmatists, discourse analysts, and also those working...
Englisches Seminar

at the interface of language and literature, and in other disciplines such as philosophy and psychology. This seminar therefore intends to provide a summary, critique, and comparison of the most important theories on how figurative language is used and understood, drawing on research from linguistics, psychology, and other disciplines. In order to ground the discussion in actual language use, the seminar will use examples from discourse, including casual conversation, political speeches, literature, humour, religion, and science.

Bemerkung

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

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

LingA1/M8/M9: Neo-Firthian Corpus Linguistics

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

Kommentar
In this seminar, we will explore the approach to corpus linguistics taken by a group of scholars sometimes referred to collectively as neo-Firthian. As this label suggests, these researchers work within the framework of an approach to language suggested by J. R. Firth. The most prominent proponent of the neo-Firthian approach has been John Sinclair. Sinclair was one of the first people to bring Firth’s ideas together with a corpus linguistic methodology; and Sinclair played a major role in enabling subsequent work along these lines. Many of the other key scholars in this tradition – including Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert and Elena Tognini-Bonelli – are, or have previously been, associated with the University of Birmingham, where Sinclair was Professor of Modern English Language from 1965 to 2000.

Central ideas in the approach to corpus linguistics favoured by neo-Firthians are ’collocation’, ’colligation’, ’semantic preference/semantic association’ and ’semantic prosody/discourse prosody’. We will examine these issues in some detail, both in theory and in practice. This will include discussions of how these are used both generally in linguistics and specifically in neo-Firthian corpus linguistics. Understanding the use of these terms is, to a large extent, key to understanding many of the positions taken by the neo-Firthians.

Bemerkung

Literatur
Recommended Reading:
Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be introduced in class.

LinguA3

Seminar, SWS: 2
Altendorf, Ulrike Mathias, Alexa

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

Für Ling A1 oder Ling A2 können im Seminar für den Bereich Englische Sprachwissenschaft nur Studienleistungen in erworben werden.

Bemerkung Teilnehmerzahl: 30

Literatur Wird im Seminar bekanntgegeben.

**Ling A2**

**Ling A2, M5, M9: Linguistic Diversity: The linguistic effects of mobility and migration (formerly Sociolinguistic Typology)**

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

Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 609

Kommentar

This course will present Peter Trudgill's theories of the impact of language diversity brought about by dialect and language contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which the theories will be applied. In addition, we will explore research on Multicultural London English, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology!


**Ling A2, M8, M9: Learner Corpus Research**

Seminar, SWS: 2, Max. Teilnehmer: 30
Altendorf, Ulrike

Mi wöchentl. 08:00 - 10:00 16.10.2019 - 01.02.2020 1502 - 609

Kommentar

Learner Corpus Research (LCR) will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on digitized data in learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by work in teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.


Literatur Required Reading: Texts will be available in class.

**LinguA3**

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

Di wöchentl. 16:00 - 18:00 22.10.2019 - 01.02.2020 1502 - 116
Di wöchentl. 18:00 - 20:00 22.10.2019 - 01.02.2020 1502 - 103

Kommentar

Linguistik ist weitaus mehr als grammatistische Analyse... LinguA³ vermittelt Einblicke in die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsgebiete sowie interdisziplinärer Forschung und beruflicher Praxis. Für die Gastvorträge werden internationale Wissenschaftler/-innen aus Germanistik, Anglistik und Romanistik eingeladen. Im begleitenden Seminar werden die Themen der Gastvorträge inhaltlich vorbereitet und vertieft, aber auch die Organisation der Vorträge sowie die damit
Englisches Seminar


Für Ling A1 oder Ling A2 können im Seminar für den Bereich Englische Sprachwissenschaft NUR Studienleistungen in erworben werden.

Teilnehmerzahl: 30

Literatur

Wird im Seminar bekanntgegeben.

Intermediate and Advanced Linguistics (Ling F3/Ling A1/Ling A2) (Zweitfach)

Ling F3

Ling F3: Phonetics & Phonology

Vorlesung, SWS: 2
Altendorf, Ulrike

Mi wöchentl. 12:00 - 14:00 16.10.2019 - 01.02.2020 1502 - 003

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

Bemerkung
Registration – Stud.IP 1.9.-16.9.2019 / Prerequisites – Ling F1-Ling F2 / Further Information – ulrike.altendorf@engsem.~

Literatur

Ling A1

Ling A1/M8/M9: Linguistics and English Literature

Seminar, SWS: 2
Schulze, Rainer

Di wöchentl. 16:00 - 18:00 15.10.2019 - 01.02.2020 1502 - 609

Kommentar
This advanced seminar will explain and explore a broad range of concepts, including metaphor, metonymy, simile, and blending and will offer tools for analysing them. It will coherently ground the linguistic understanding of these concepts in basic cognitive mechanisms such as categorisation, frames, mental spaces, and viewpoint. Figurative language is becoming an increasingly popular area of study, as it is relevant to the work of semanticists, pragmatists, discourse analysts, and also those working at the interface of language and literature, and in other disciplines such as philosophy and psychology. This seminar therefore intends to provide a summary, critique, and comparison of the most important theories on how figurative language is used and understood, drawing on research from linguistics, psychology, and other disciplines. In order to ground the discussion in actual language use, the seminar will use examples from discourse, including casual conversation, political speeches, literature, humour, religion, and science.

Bemerkung

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


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

Ling A1/M8/M9: Neo-Firthian Corpus Linguistics

WiSe 2019/20
In this seminar, we will explore the approach to corpus linguistics taken by a group of scholars sometimes referred to collectively as *neo-Firthian*. As this label suggests, these researchers work within the framework of an approach to language suggested by J. R. Firth. The most prominent proponent of the neo-Firthian approach has been John Sinclair. Sinclair was one of the first people to bring Firth's ideas together with a corpus linguistic methodology; and Sinclair played a major role in enabling subsequent work along these lines. Many of the other key scholars in this tradition – including Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert and Elena Tognini-Bonelli – are, or have previously been, associated with the University of Birmingham, where Sinclair was Professor of Modern English Language from 1965 to 2000.

Central ideas in the approach to corpus linguistics favoured by neo-Firthians are 'collocation', 'colligation', 'semantic preference/semantic association' and 'semantic prosody/discourse prosody'. We will examine these issues in some detail, both in theory and in practice. This will include discussions of how these are used both generally in linguistics and specifically in neo-Firthian corpus linguistics. Understanding the use of these terms is, to a large extent, key to understanding many of the positions taken by the neo-Firthians.


**Recommended Reading:**

Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be introduced in class.
Englisches Seminar

**Kommentar**
This course will present Peter Trudgill's theories of the impact of language diversity brought about by dialect and language contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which the theories will be applied. In addition, we will explore research on Multicultural London English, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology!

**Bemerkung**

**Literatur**

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**LingA2, M8, M9: Learner Corpus Research**

**Kommentar**
Learner Corpus Research (LCR) will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on digitized date in learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by work in teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.

**Bemerkung**

**Literatur**
Required Reading: Texts will be available in class.

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**LinguA3**

**Kommentar**

**Bemerkung**
Teilnehmerzahl: 30

**Literatur**
Wird im Seminar bekanntgegeben.

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

**AmerA**

**AmerA/AAS1/AAS2/AAS3: Defining "American:“ Literature and Theories of the Antebellum Period**

**Kommentar**

**Bemerkung**

**Literatur**

Seminar, SWS: 2, Max. Teilnehmer: 40

WiSe 2019/20
Englisches Seminar

Fagan, Abigail

Mi wöchentl. 12:00 - 14:00 16.10.2019 - 01.02.2020 1502 - 609

Kommentar Between the American Revolution of 1776 and the beginning of the Civil War in 1861, many American authors and politicians used their written texts to consider what it meant to be an American. They asked: what made a person capable of participating in democratic governance? We will consider the complexities of this question in a period of new nation-making by reading pamphlets and other political texts, such as Thomas Paine’s Common Sense and David Walker’s Appeal; short stories and poetry; as well as more recent theoretical texts on the significance of the New World for the formation of individual and national identities, including work by Jodi Byrd, Judith Butler, and Sylvia Wynter.


Literatur All course texts will be made available on Stud.IP.

AmerA/AAS1/AAS4: The History/Theory/Materiality of the Book in the United States

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

Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 613

Kommentar In this class, we will study the book in the United States as a medium and cultural form, its history, politics, and materiality. Instead of zooming in on individual stories and arguments that are conveyed in and through books, we will focus on what Michael Warner calls “the cultural meaning of their printedness” in order to uncover the function of printed media in the United States. We will adopt a critical vocabulary of book design and ‘material texts’ (what are imprints, endpapers, or catchwords?) and uncover the ways in which the form and ‘packaging’ of texts shapes experiences of reading and meaning-making. We will study the history of print culture and publishing with a focus on the 18th and 19th centuries and the formative period around 1800 to enrich our understanding of how print helped to form the nation and shaped the self-conception of its inhabitants as a people, but we will also question such and similar theories. Please be prepared to read theory when signing up for this class.


Literatur All course texts will be made available on Stud.IP.

AmerA/AAS1: Literary Value

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

Di wöchentl. 10:00 - 12:00 22.10.2019 - 01.02.2020 1502 - 609

Kommentar What constitutes literary value? This question is difficult to tackle with the toolbox of contemporary literary theory. Categories of evaluation such as the ‘canon,’ the ‘great author,’ or the ‘masterpiece’ are no longer considered up-to-date. But on the other hand, all of us intuitively refer to value judgments with regard to literature. There is bad writing and good writing, there are guilty pleasures (usually considered ‘bad,’ but oh so nice), stuff we have to read for class (usually considered ‘good,’ but oh so boring), and all the many texts that we are supposed to know (definitely considered ‘good,’ but we will probably never get around to them anyway). In this course, we will look at how categories of literary value have been established and are maintained today. We will reflect on concepts such as popular writing and entertainment literature, and focus, not only in this context, on the role of gender in value formation (the ‘important book,’ it seems, still happens to be written way more often by a man than by a woman). We will take into consideration the role of educational institutions (such as the university) and publishing houses in this context, we will discuss the media, and we will have a close look at the
workings of literary prize committees (Nobel, Booker, Pulitzer, Kleist). Most importantly, however, we will be concerned with our own role and work as readers.

**Bemerkung**


*Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.uni-hannover.de

**Literatur**

All course texts will be made available on Stud.IP.

### AmerA/AAS2/AAS3: Contemporary Life Writing

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

**Mayer, Ruth**

**Mo wöchentl. 10:00 - 12:00 14.10.2019 - 01.02.2020 1502 - 609**

**Kommentar**

Life writing as a genre of literary expression has gained great prominence in the last decades. It goes beyond (auto)biography and memoirs, comprising all sorts of narratives that are often concerned with crucial biographical experiences (illness, loss, sexual identification), with the impact of monumental historical events (war, terrorism, genocide), with the operation of personal and social memory, and, of course, the age-old question of truth and invention. Life writing may be fictional or factual, but it is always concerned with the conjunction of the social or political and the personal, reflecting on the ways in which individuals try to make sense of what happened or happens to them. In this course, we will be concerned with texts that situate themselves at the threshold between fiction and autobiography, and we will discuss why writers feel the need to resort to fiction in order to write about very personal experiences. We will read Siri Hustvedt's *Memories of the Future* (2019), Miriam Toews' *All My Puny Sorrows* (2014) and at least one other book-length piece of life-writing (to be announced on StudIP as the semester approaches).

**Trigger warning:** Please note that we will discuss a series of difficult topics in this class (suicide, illness, rape). If you are in doubt whether this class is for you, contact the instructor beforehand.

**Bemerkung**

*Registration* – Stud.IP FüBA und M.Ed.: 01.09.-16.09.19 AAS: 18.09.-30.09.19 /

*Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information ruth.mayer@engsem.uni-hannover.de

**Literatur**

Please purchase Siri Hustvedt's *Memories of the Future* (2019) and Miriam Toews’ *All My Puny Sorrows* (2014). Further reading will be announced on Stud.IP.

### AmerA/AAS4: Blockbuster Cinema between Narrative, Spectacle, and Media Event, 1975-2019

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

**Brinker, Felix**

**Do wöchentl. 12:00 - 14:00 17.10.2019 - 01.02.2020 1502 - 703**

**Kommentar**

This class offers an overview of the history of post-classical Hollywood blockbuster cinema and introduces participants to relevant approaches to the study of this type of film. Tracking the evolution of the blockbuster format from its origins in the 'New Hollywood' of the 1970s to the digital era, the seminar uses representative case studies—which will range from 1975’s *Jaws* (Dir. Steven Spielberg) to recent superhero blockbusters like *Avengers: Infinity War* (2018, Dir. Anthony and Joe Russo)—as a springboard to engage with the mechanics of film narrative, the appeals of attractions like special effects and action scenes, and issues like film marketing, cinematic serialization, transmedia storytelling, and media franchising. In doing so, the seminar attempts to come to terms with the defining aspects that set American blockbuster movies apart from other types of film: their status as big-budget, larger-than-life cinematic spectacles that combine state-of-the-art filmmaking technology with highly effective narrative formulæ and widely promoted media events. **Please note:** While a significant part of the seminar will focus on a discussion of feature films, participants will have to engage with difficult film-theoretical matters as well. Participants are furthermore expected to attend the film screenings that will accompany the seminar or view the respective movies during their free time.
**BritA, AAS2, AAS3, AAS4: Literary Analysis and Linguistics**

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

**Di wöchentl.** 16:00 - 18:00 15.10.2019 - 01.02.2020 1502 - 703

**Kommentar**  
This seminar combines linguistics and literary studies to help advanced students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a socio-pragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will use a newly published textbook following its structure with chapters on the sounds of English and the rhythms of poetry and speech, on metaphor and metonymy, on syntax, morphology, semantics and pragmatics as well as on varieties of English and discourse analysis. We will discuss a wide range of literary and non-literary texts as well as visual and pop art material. To practise the terminology and further develop the interdisciplinary methodology we will rely on the numerous exercises the author suggests at the end of each chapter. Students will complete some of these exercises as their weekly assignments.

**Literatur**  

**BritA, AAS2, AAS3, AAS5: The Colonial Rise of the Novel**

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

**Di wöchentl.** 12:00 - 14:00 15.10.2019 - 01.02.2020 1502 - 703

**Kommentar**  
"Without empire," Edward Said claims in his influential study *Culture and Imperialism* (1993), "there is no European novel" (69). However, various distinguished explorations of eighteenth-century British fiction such as Ian Watt's *The Rise of the Novel* (1957) or Michael McKeon's *The Origins of the English Novel* (1987) gloss over the fact that the emergence of the middle classes and the realist novel rest on colonial expansion and the concomitant exploitation of foreign peoples and countries. Probing into the imperialist "structure of attitude and reference" (Said 63) of a variety of eighteenth- and nineteenth-century British travelogues and novels, this seminar is designed to investigate the racist underpinnings of a literay form that has proved most productive to this day. Starting with an introduction to postcolonial studies and theories of colonial discourse, we shall use Said's method of contrapuntal reading to examine excerpts of Aphra Behn's proto-novel *Oroonoko* (1688), Daniel Defoe's *Robinson Crusoe* (1719) and Matthew Lewis's travelogue *Journal of a West Indian Proprietor* (1812). In the latter half of the semester, we will focus on Jane Austen's *Mansfield Park* (1813) and Charlotte Brontë's *Jane Eyre* (1847). We shall not only explore these two British classics alongside non-fictional material such as Thomas Carlyle's "Occasional Discourse on the Nigger Question" (1853) but also watch two recent film adaptations to consider how they both reinforce and challenge imperialist perspectives and to discuss the continuity of racism in contemporary (British) society.

**Literatur**  
Required Reading and Purchase:

Litertur | Required Reading and Purchase
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Please get hold of Jane Austen's *Mansfield Park* and Charlotte Brontë's *Jane Eyre* in a well-annotated edition and read at least *Mansfield Park* prior to class. All other primary and secondary material will be provided in a reader available from Copyshop Stork and on Stud.IP at the beginning of the term.

**BritA, AAS2, AAS3: British Drama Across the Centuries**

Seminar, SWS: 2, Max. Teilnehmer: 40
Neumann, Janna-Lena
Mo wöchentl. 12:00 - 14:00 14.10.2019 - 01.02.2020 1502 - 703

**Kommentar**
How has British drama evolved from the 16th to the 21st century, and why? Building on the Survey lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade's *Home, I'm Darling* (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include George Farquhar, John Gay, Oscar Wilde, Samuel Beckett, Agatha Christie and Tom Stoppard.

Studying the selected plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the Introduction to Literary Studies (AmerBritF1) with a context-oriented reading in order to identify, understand and evaluate the development of literary conventions.

**Bemerkung**

**Literatur**
William Shakespeare: *Titus Andronicus* (1591), preferably the Arden Shakespeare edition
Laura Wade: *Home, I'm Darling* (2018)
All other text covered in this seminar will be provided on Stud.IP and in the reader.

Students are advised to read Shakespeare's *Titus Andronicus* before the course begins.

**Theoretische Ansätze und Methoden der Atlantic Studies**

Seminar, SWS: 2
Bandau, Anja | Gohrisch, Jana
Mi wöchentl. 10:00 - 12:00 16.10.2019 - 01.02.2020 1502 - 703

**Kommentar**
Englisches Seminar

Bemerkung

kulturwissenschaftlicher Perspektive, Sklavenhandel und Sklaverei, historische
Ungleichzeitigkeiten und Zeugnisse aus dem Nord- und Südatlantik sowie der Karibik.
Grundlage der Seminararbeit ist ein Reader mit ausgewählten Texten, der zu
Veranstaltungsbeginn zur Verfügung gestellt wird. Das Seminar findet im Team-Teaching
mit Prof. Dr. Anja Bandau (Romanisches Seminar) in deutscher Sprache statt.

Reader – Copyshop Stork (Körnerstraße) from 14 Oct 2019 and Stud.IP / Registration –
Stud.IP 01.09.-30.09.2019 / Prerequisites – (für Studierende des Englischen Seminars)
AmerBritF1, BritF2, BritF3

Further Information jana.goehrisch@engsem.uni-hannover.de

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

AmerA

AmerA/AAS1/AAS2/AAS3: Defining “American:” Literature and Theories of the Antebellum Period

Seminar, SWS: 2, Max. Teilnehmer: 40
Fagan, Abigail

Mi wöchentl. 12:00 - 14:00 16.10.2019 - 01.02.2020 1502 - 609
Kommentar

Between the American Revolution of 1776 and the beginning of the Civil War in 1861,
many American authors and politicians used their written texts to consider what it
meant to be an American. They asked: what made a person capable of participating in
democratic governance? We will consider the complexities of this question in a period
of new nation-making by reading pamphlets and other political texts, such as Thomas
Paine’s Common Sense and David Walker’s Appeal; short stories and poetry; as well
as more recent theoretical texts on the significance of the New World for the formation of
individual and national identities, including work by Jodi Byrd, Judith Butler, and Sylvia
Wynter.

Bemerkung

Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and
Culture, MA: none / Further Information – abigail.fagan@engsem.~

Literatur

All course texts will be made available on Stud.IP.

AmerA/AAS1/AAS4: The History/Theory/Materiality of the Book in the United States

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

Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 613
Kommentar

In this class, we will study the book in the United States as a medium and cultural
form, its history, politics, and materiality. Instead of zooming in on individual stories
and arguments that are conveyed in and through books, we will focus on what Michael
Warner calls “the cultural meaning of their printedness” in order to uncover the function
of printed media in the United States. We will adopt a critical vocabulary of book design
and ‘material texts’ (what are imprints, endpapers, or catchwords?) and uncover the ways
in which the form and ‘packaging’ of texts shapes experiences of reading and meaning-
making. We will study the history of print culture and publishing with a focus on the 18th
and 19th centuries and the formative period around 1800 to enrich our understanding of
how print helped to form the nation and shaped the self-conception of its inhabitants as
a people, but we will also question such and similar theories. Please be prepared to read
texts when signing up for this class.

Bemerkung

Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and
Culture, MA: none / Further information – ilka.brasch@engsem.~

Literatur

All course texts will be made available on Stud.IP.

AmerA/AAS1: Literary Value

WiSe 2019/20
Englisches Seminar

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

Di wöchentlich 10:00 - 12:00 22.10.2019 - 01.02.2020 1502 - 609

Kommentar What constitutes literary value? This question is difficult to tackle with the toolbox of contemporary literary theory. Categories of evaluation such as the 'canon,' the 'great author,' or the 'masterpiece' are no longer considered up-to-date. But on the other hand, all of us intuitively refer to value judgments with regard to literature. There is bad writing and good writing, there are guilty pleasures (usually considered 'bad,' but oh so nice), stuff we have to read for class (usually considered 'good,' but oh so boring), and all the many texts that we are supposed to know (definitely considered 'good,' but we will probably never get around to them anyway). In this course, we will look at how categories of literary value have been established and are maintained today. We will reflect on concepts such as popular writing and entertainment literature, and focus, not only in this context, on the role of gender in value formation (the 'important book,' it seems, still happens to be written way more often by a man than by a woman). We will take into consideration the role of educational institutions (such as the university) and publishing houses in this context, we will discuss the media, and we will have a close look at the workings of literary prize committees (Nobel, Booker, Pulitzer, Kleist). Most importantly, however, we will be concerned with our own role and work as readers.


Literatur All course texts will be made available on Stud.IP.

AmerA/AAS2/AAS3: Contemporary Life Writing

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

Mo wöchentlich 10:00 - 12:00 14.10.2019 - 01.02.2020 1502 - 609

Kommentar Life writing as a genre of literary expression has gained great prominence in the last decades. It goes beyond (auto)biography and memoirs, comprising all sorts of narratives that are often concerned with crucial biographical experiences (illness, loss, sexual identification), with the impact of monumental historical events (war, terrorism, genocide), with the operation of personal and social memory, and, of course, the age-old question of truth and invention. Life writing may be fictional or factual, but it is always concerned with the conjunction of the social or political and the personal, reflecting on the ways in which individuals try to make sense of what happened or happens to them. In this course, we will be concerned with texts that situate themselves at the threshold between fiction and autobiography, and we will discuss why writers feel the need to resort to fiction in order to write about very personal experiences. We will read Siri Hustvedt's Memories of the Future (2019), Miriam Toews' All My Puny Sorrows (2014) and at least one other book-length piece of life-writing (to be announced on StudIP as the semester approaches). Trigger warning: Please note that we will discuss a series of difficult topics in this class (suicide, illness, rape). If you are in doubt whether this class is for you, contact the instructor beforehand.


Literatur Please purchase Siri Hustvedt’s Memories of the Future (2019) and Miriam Toews’ All My Puny Sorrows (2014). Further reading will be announced on Stud.IP.

AmerA/AAS4: Blockbuster Cinema between Narrative, Spectacle, and Media Event, 1975-2019

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix

WiSe 2019/20
This class offers an overview of the history of post-classical Hollywood blockbuster cinema and introduces participants to relevant approaches to the study of this type of film. Tracking the evolution of the blockbuster format from its origins in the 'New Hollywood' of the 1970s to the digital era, the seminar uses representative case studies—which will range from 1975's Jaws (Dir. Steven Spielberg) to recent superhero blockbusters like Avengers: Infinity War (2018, Dir. Anthony and Joe Russo)—as a springboard to engage with the mechanics of film narrative, the appeals of attractions like special effects and action scenes, and issues like film marketing, cinematic serialization, transmedia storytelling, and media franchising. In doing so, the seminar attempts to come to terms with the defining aspects that set American blockbuster movies apart from other types of film: their status as big-budget, larger-than-life cinematic spectacles that combine state-of-the-art filmmaking technology with highly effective narrative formulae and widely promoted media events. Please note: While a significant part of the seminar will focus on a discussion of feature films, participants will have to engage with difficult film-theoretical matters as well. Participants are furthermore expected to attend the film screenings that will accompany the seminar or view the respective movies during their free time.

Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none
Further information – felix.brinker@engsem.~

Required Reading and Purchase:

"Without empire," Edward Said claims in his influential study Culture and Imperialism (1993), "there is no European novel" (69). However, various distinguished explorations of eighteenth-century British fiction such as Ian Watt's The Rise of the Novel (1957) or Michael McKeon's The Origins of the English Novel (1987) gloss over the fact that the
emergence of the middle classes and the realist novel rest on colonial expansion and
the concomitant exploitation of foreign peoples and countries. Probing into the imperialist
"structure of attitude and reference" (Said 63) of a variety of eighteenth- and nineteenth-
century British travelogues and novels, this seminar is designed to investigate the racist
underpinnings of a literary form that has proved most productive to this day. Starting
with an introduction to postcolonial studies and theories of colonial discourse, we shall
use Said’s method of contrapuntal reading to examine excerpts of Aphra Behn's proto-
novel Oroonoko (1688), Daniel Defoe's Robinson Crusoe (1719) and Matthew Lewis's
tavelogue Journal of a West Indian Proprietor (1812). In the latter half of the semester,
we will focus on Jane Austen's Mansfield Park (1813) and Charlotte Brontë's Jane
Eyre (1847). We shall not only explore these two British classics alongside non-fictional
material such as Thomas Carlyle's "Occasional Discourse on the Nigger Question" (1853)
but also watch two recent film adaptations to consider how they both reinforce and
challenge imperialist perspectives and to discuss the continuity of racism in contemporary
(British) society.

Bemerkung

Registration – Stud.IP 01.09.2019-16.09.2019, for AAS students:
18.09.2019-30.09.2019 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students,
none for others / Further Information –hannah.pardey@engsem.

Literatur

Required Reading and Purchase

Please get hold of Jane Austen's Mansfield Park and Charlotte Brontë's Jane Eyre in a
well-annotated edition and read at least Mansfield Park prior to class. All other primary
and secondary material will be provided in a reader available from Copyshop Stork and
on Stud.IP at the beginning of the term.

BritA, AAS2, AAS3: British Drama Across the Centuries

Seminar, SWS: 2, Max. Teilnehmer: 40
Neumann, Janna-Lena

Mo wöchentl. 12:00 - 14:00 14.10.2019 - 01.02.2020 1502 - 703

Kommentar

How has British drama evolved from the 16th to the 21st century, and why? Building
on the Survey lecture (BritF2), this course will cover some major developments,
periods and genres in the history of British drama. Beginning with Shakespeare and
his contemporaries and ending with Laura Wade's Home, I'm Darling (2018), we will
investigate plays from six centuries of British literary history. Other featured playwrights
will include George Farquhar, John Gay, Oscar Wilde, Samuel Beckett, Agatha Christie
and Tom Stoppard.

Studying the selected plays, we will combine the theoretical concepts of a text-oriented
approach based on the analytical categories from the Introduction to Literary Studies
(AmerBritF1) with a context-oriented reading in order to identify, understand and evaluate
the development of literary conventions.

Bemerkung

Reader – Copyshop Stork (Körnerstraße) from 14.10.2019 and Stud.IP / Registration

Literatur

Required Reading and Purchase

William Shakespeare: Titus Andronicus (1591), preferably the Arden Shakespeare edition
Laura Wade: Home, I'm Darling (2018)

All other text covered in this seminar will be provided on Stud.IP and in the reader.

Students are advised to read Shakespeare’s Titus Andronicus before the course begins.

Theoretische Ansätze und Methoden der Atlantic Studies

Seminar, SWS: 2
Bandau, Anja| Gohrisch, Jana

WiSe 2019/20 80
**Englisches Seminar**


**Bemerkung**

Grundlage der Seminararbeit ist ein Reader mit ausgewählten Texten, der zu Veranstaltungsbeginn zur Verfügung gestellt wird. Das Seminar findet im Team-Teaching mit Prof. Dr. Anja Bandau (Romanisches Seminar) in deutscher Sprache statt.

Reader – Copyshop Stork (Körnerstraße) from 14 Oct 2019 and Stud.IP / Registration – Stud.IP 01.09.-30.09.2019 / Prerequisites – (für Studierende des Englischen Seminars) AmerBritF1, BritF2, BritF3

Further Information jana.gohrisch@engsem.uni-hannover.de

**LingA1**

**LingA1/M8/M9: Linguistics and English Literature**

**Seminar, SWS: 2**

Schulze, Rainer

**Kommentar** This advanced seminar will explain and explore a broad range of concepts, including metaphor, metonymy, simile, and blending and will offer tools for analysing them. It will coherently ground the linguistic understanding of these concepts in basic cognitive mechanisms such as categorisation, frames, mental spaces, and viewpoint. Figurative language is becoming an increasingly popular area of study, as it is relevant to the work of semanticists, pragmatists, discourse analysts, and also those working at the interface of language and literature, and in other disciplines such as philosophy and psychology. This seminar therefore intends to provide a summary, critique, and comparison of the most important theories on how figurative language is used and understood, drawing on research from linguistics, psychology, and other disciplines. In order to ground the discussion in actual language use, the seminar will use examples from discourse, including casual conversation, political speeches, literature, humour, religion, and science.

**Bemerkung**


**Literatur**

The following textbook will be used in class and is recommended for purchase: Adamson, Hugh Douglas. 2019. *Linguistics and English Literature. An Introduction*. Cambridge: Cambridge University Press.

Please make sure that you order your copy of the book asap.
In this seminar, we will explore the approach to corpus linguistics taken by a group of scholars sometimes referred to collectively as neo-Firthian. As this label suggests, these researchers work within the framework of an approach to language suggested by J. R. Firth. The most prominent proponent of the neo-Firthian approach has been John Sinclair. Sinclair was one of the first people to bring Firth’s ideas together with a corpus linguistic methodology; and Sinclair played a major role in enabling subsequent work along these lines. Many of the other key scholars in this tradition – including Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert and Elena Tognini-Bonelli – are, or have previously been, associated with the University of Birmingham, where Sinclair was Professor of Modern English Language from 1965 to 2000.

Central ideas in the approach to corpus linguistics favoured by neo-Firthians are ‘collocation’, ‘colligation’, ‘semantic preference/semantic association’ and ‘semantic prosody/discourse prosody’. We will examine these issues in some detail, both in theory and in practice. This will include discussions of how these are used both generally in linguistics and specifically in neo-Firthian corpus linguistics. Understanding the use of these terms is, to a large extent, key to understanding many of the positions taken by the neo-Firthians.

Recommended Reading:

Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be introduced in class.
**Englisches Seminar**

**Di wöchentl.** 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 609  

**Kommentar** This course will present Peter Trudgill's theories of the impact of language diversity brought about by dialect and language contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which the theories will be applied. In addition, we will explore research on *Multicultural London English*, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology!

**Bemerkung**  
*Prerequisites* – LingF1-LingF4 (if applicable)  
*Further Information* – ulrike.altendorf@engsem.


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**LingA2, M8, M9: Learner Corpus Research**

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

**Mi wöchentl.** 08:00 - 10:00 16.10.2019 - 01.02.2020 1502 - 609  

**Kommentar** Learner Corpus Research (LCR) will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on digitized data in learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by work in teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.

**Bemerkung**  
*Registration* – Stud.IP FüBA + Lehramt 1.9.-16.9.2019; Master DEL 18.09.-30.09.2019  
*Prerequisites* – LingF1-LingF4 (if applicable)  
*Further Information* – ulrike.altendorf@engsem.

**Literatur** Required Reading: Texts will be available in class.

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**LinguA3**

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

**Di wöchentl.** 16:00 - 18:00 22.10.2019 - 01.02.2020 1502 - 116  
**Di wöchentl.** 18:00 - 20:00 22.10.2019 - 01.02.2020 1502 - 103  


Für Ling A1 oder Ling A2 können im Seminar für den Bereich Englische Sprachwissenschaft NUR Studienleistungen in erworben werden.

**Bemerkung** Teilnehmerzahl: 30

**Literatur** Wird im Seminar bekanntgegeben.

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**Focus Elective (AmerA/BritA/LingA1/LingA2) (Kleine Fakultas)**

**AmerA**

**AmerA/AAS1/AAS2/AAS3: Defining "American:" Literature and Theories of the Antebellum Period**

**WiSe 2019/20** 83
Englisches Seminar

Seminar, SWS: 2, Max. Teilnehmer: 40
Fagan, Abigail

Mi wöchentl. 12:00 - 14:00 16.10.2019 - 01.02.2020 1502 - 609
Kommentar Between the American Revolution of 1776 and the beginning of the Civil War in 1861, many American authors and politicians used their written texts to consider what it meant to be an American. They asked: what made a person capable of participating in democratic governance? We will consider the complexities of this question in a period of new nation-making by reading pamphlets and other political texts, such as Thomas Paine’s *Common Sense* and David Walker’s *Appeal*; short stories and poetry; as well as more recent theoretical texts on the significance of the New World for the formation of individual and national identities, including work by Jodi Byrd, Judith Butler, and Sylvia Wynter.


Literatur All course texts will be made available on Stud.IP.

AmerA/AAS1/AAS4: The History/Theory/Materiality of the Book in the United States

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

Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 613
Kommentar In this class, we will study the book in the United States as a medium and cultural form, its history, politics, and materiality. Instead of zooming in on individual stories and arguments that are conveyed in and through books, we will focus on what Michael Warner calls “the cultural meaning of their printedness” in order to uncover the function of printed media in the United States. We will adopt a critical vocabulary of book design and ‘material texts’ (what are imprints, endpapers, or catchwords?) and uncover the ways in which the form and ‘packaging’ of texts shapes experiences of reading and meaning-making. We will study the history of print culture and publishing with a focus on the 18th and 19th centuries and the formative period around 1800 to enrich our understanding of how print helped to form the nation and shaped the self-conception of its inhabitants as a people, but we will also question such and similar theories. Please be prepared to read theory when signing up for this class.


Literatur All course texts will be made available on Stud.IP.

AmerA/AAS1: Literary Value

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

Di wöchentl. 10:00 - 12:00 22.10.2019 - 01.02.2020 1502 - 609
Kommentar What constitutes literary value? This question is difficult to tackle with the toolbox of contemporary literary theory. Categories of evaluation such as the ‘canon,’ the ‘great author,’ or the ‘masterpiece’ are no longer considered up-to-date. But on the other hand, all of us intuitively refer to value judgments with regard to literature. There is bad writing and good writing, there are guilty pleasures (usually considered ‘bad,’ but oh so nice), stuff we have to read for class (usually considered ‘good,’ but oh so boring), and all the many texts that we are supposed to know (definitely considered ‘good,’ but we will probably never get around to them anyway). In this course, we will look at how categories of literary value have been established and are maintained today. We will reflect on concepts such as popular writing and entertainment literature, and focus, not only in this context, on the role of gender in value formation (the ‘important book,’ it seems, still happens to be written way more often by a man than by a woman). We will take into consideration the role of educational institutions (such as the university) and publishing
In this context, we will discuss the workings of literary prize committees (Nobel, Booker, Pulitzer, Kleist). Most importantly, however, we will be concerned with our own role and work as readers.

**Bemerkung**


**Literatur**

All course texts will be made available on Stud.IP.

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### AmerA/AAS2/AAS3: Contemporary Life Writing

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

Mayer, Ruth

**Mo wöchentl.** 10:00 - 12:00 14.10.2019 - 01.02.2020 1502 - 609

**Kommentar**

Life writing as a genre of literary expression has gained great prominence in the last decades. It goes beyond (auto)biography and memoirs, comprising all sorts of narratives that are often concerned with crucial biographical experiences (illness, loss, sexual identification), with the impact of monumental historical events (war, terrorism, genocide), with the operation of personal and social memory, and, of course, the age-old question of truth and invention. Life writing may be fictional or factual, but it is always concerned with the conjunction of the social or political and the personal, reflecting on the ways in which individuals try to make sense of what happened or happens to them. In this course, we will be concerned with texts that situate themselves at the threshold between fiction and autobiography, and we will discuss why writers feel the need to resort to fiction in order to write about very personal experiences. We will read Siri Hustvedt’s *Memories of the Future* (2019), Miriam Toews’ *All My Puny Sorrows* (2014) and at least one other book-length piece of life-writing (to be announced on StudIP as the semester approaches).

**Trigger warning:** Please note that we will discuss a series of difficult topics in this class (suicide, illness, rape). If you are in doubt whether this class is for you, contact the instructor beforehand.

**Bemerkung**


**Literatur**

Please purchase Siri Hustvedt’s *Memories of the Future* (2019) and Miriam Toews’ *All My Puny Sorrows* (2014). Further reading will be announced on Stud.IP.

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### AmerA/AAS4: Blockbuster Cinema between Narrative, Spectacle, and Media Event, 1975-2019

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

Brinker, Felix

**Do wöchentl.** 12:00 - 14:00 17.10.2019 - 01.02.2020 1502 - 703

**Kommentar**

This class offers an overview of the history of post-classical Hollywood blockbuster cinema and introduces participants to relevant approaches to the study of this type of film. Tracking the evolution of the blockbuster format from its origins in the ‘New Hollywood’ of the 1970s to the digital era, the seminar uses representative case studies—which will range from 1975’s *Jaws* (Dir. Steven Spielberg) to recent superhero blockbusters like *Avengers: Infinity War* (2018, Dir. Anthony and Joe Russo)—as a springboard to engage with the mechanics of film narrative, the appeals of attractions like special effects and action scenes, and issues like film marketing, cinematic serialization, transmedia storytelling, and media franchising. In doing so, the seminar attempts to come to terms with the defining aspects that set American blockbuster movies apart from other types of film: their status as big-budget, larger-than-life cinematic spectacles that combine state-of-the-art filmmaking technology with highly effective narrative formulae and widely promoted media events. **Please note:** While a significant part of the seminar will focus on a discussion of feature films, participants will have to engage with difficult film-theoretical matters as well. Participants are furthermore expected to attend the film screenings that will accompany the seminar or view the respective movies during their free time.
BritA

BritA, AAS2, AAS3, AAS4: Literary Analysis and Linguistics

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

Di wöchentl. 16:00 - 18:00 15.10.2019 - 01.02.2020 1502 - 703

Kommentar
This seminar combines linguistics and literary studies to help advanced students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a socio-pragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will use a newly published textbook following its structure with chapters on the sounds of English and the rhythms of poetry and speech, on metaphor and metonymy, on syntax, morphology, semantics and pragmatics as well as on varieties of English and discourse analysis. We will discuss a wide range of literary and non-literary texts as well as visual and pop art material. To practise the terminology and further develop the interdisciplinary methodology we will rely on the numerous exercises the author suggests at the end of each chapter. Students will complete some of these exercises as their weekly assignments.

Bemerkung

Literatur
Required Reading and Purchase:

BritA, AAS2, AAS3, AAS5: The Colonial Rise of the Novel

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

Di wöchentl. 12:00 - 14:00 15.10.2019 - 01.02.2020 1502 - 703

Kommentar
"Without empire," Edward Said claims in his influential study Culture and Imperialism (1993), "there is no European novel" (69). However, various distinguished explorations of eighteenth-century British fiction such as Ian Watt's The Rise of the Novel (1957) or Michael McKeon's The Origins of the English Novel (1987) gloss over the fact that the emergence of the middle classes and the realist novel rest on colonial expansion and the concomitant exploitation of foreign peoples and countries. Probing into the imperialist "structure of attitude and reference" (Said 63) of a variety of eighteenth- and nineteenth-century British travelogues and novels, this seminar is designed to investigate the racist underpinnings of a literary form that has proved most productive to this day. Starting with an introduction to postcolonial studies and theories of colonial discourse, we shall use Said's method of contrapuntal reading to examine excerpts of Aphra Behn's proto-novel Oroonoko (1688), Daniel Defoe's Robinson Crusoe (1719) and Matthew Lewis's travelogue Journal of a West Indian Proprietor (1812). In the latter half of the semester, we will focus on Jane Austen's Mansfield Park (1813) and Charlotte Brontë's Jane Eyre (1847). We shall not only explore these two British classics alongside non-fictional material such as Thomas Carlyle's "Occasional Discourse on the Nigger Question" (1853) but also watch two recent film adaptations to consider how they both reinforce and challenge imperialist perspectives and to discuss the continuity of racism in contemporary (British) society.

Bemerkung
Literatur

**Required Reading and Purchase**

Please get hold of Jane Austen's *Mansfield Park* and Charlotte Brontë's *Jane Eyre* in a well-annotated edition and read at least *Mansfield Park* prior to class. All other primary and secondary material will be provided in a reader available from Copyshop Stork and on Stud.IP at the beginning of the term.

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### BritA, AAS2, AAS3: British Drama Across the Centuries

<table>
<thead>
<tr>
<th>Semester, SWS: 2</th>
<th>Max. Teilnehmer: 40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neumann, Janna-Lena</td>
<td>Mo wöchentl. 12:00 - 14:00 14.10.2019 - 01.02.2020 1502 - 703</td>
</tr>
<tr>
<td>Kommentar</td>
<td>How has British drama evolved from the 16th to the 21st century, and why? Building on the Survey lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade's <em>Home, I'm Darling</em> (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include George Farquhar, John Gay, Oscar Wilde, Samuel Beckett, Agatha Christie and Tom Stoppard. Studying the selected plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the Introduction to Literary Studies (AmerBritF1) with a context-oriented reading in order to identify, understand and evaluate the development of literary conventions.</td>
</tr>
<tr>
<td>Literatur</td>
<td>Required Reading and Purchase</td>
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<tr>
<td></td>
<td>William Shakespeare: <em>Titus Andronicus</em> (1591), preferably the Arden Shakespeare edition</td>
</tr>
<tr>
<td></td>
<td>Laura Wade: <em>Home, I'm Darling</em> (2018)</td>
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<tr>
<td></td>
<td>All other text covered in this seminar will be provided on Stud.IP and in the reader. Students are advised to read Shakespeare’s <em>Titus Andronicus</em> before the course begins.</td>
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### Theoretische Ansätze und Methoden der Atlantic Studies

<table>
<thead>
<tr>
<th>Seminar, SWS: 2</th>
<th>Bandau, Anja</th>
<th>Gohrisch, Jana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mi wöchentl. 10:00 - 12:00 16.10.2019 - 01.02.2020 1502 - 703</td>
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</table>

WiSe 2019/20
kulturwissenschaftlicher Perspektive, Sklavenhandel und Sklaverei, historische Ungleichzeitigkeiten und Zeugnisse aus dem Nord- und Südatlantik sowie der Karibik.

Grundlage der Seminararbeit ist ein Reader mit ausgewählten Texten, der zu Veranstaltungsbeginn zur Verfügung gestellt wird. Das Seminar findet im Team-Teaching mit Prof. Dr. Anja Bandau (Romanisches Seminar) in deutscher Sprache statt.

Reader – Copyshop Stork (Körnerstraße) from 14 Oct 2019 and Stud.IP / Registration – Stud.IP 01.09.-30.09.2019 / Prerequisites – (für Studierende des Englischen Seminars) AmerBritF1, BritF2, BritF3

Further Information jana.gohrisch@engsem.uni-hannover.de

**LingA1**

**LingA1/M8/M9: Linguistics and English Literature**

Seminar, SWS: 2
Schulze, Rainer

**Di wöchentl. 16:00 - 18:00 15.10.2019 - 01.02.2020 1502 - 609**

**Kommentar**
This advanced seminar will explain and explore a broad range of concepts, including metaphor, metonymy, simile, and blending and will offer tools for analysing them. It will coherently ground the linguistic understanding of these concepts in basic cognitive mechanisms such as categorisation, frames, mental spaces, and viewpoint.

Figurative language is becoming an increasingly popular area of study, as it is relevant to the work of semanticists, pragmatists, discourse analysts, and also those working at the interface of language and literature, and in other disciplines such as philosophy and psychology. This seminar therefore intends to provide a summary, critique, and comparison of the most important theories on how figurative language is used and understood, drawing on research from linguistics, psychology, and other disciplines. In order to ground the discussion in actual language use, the seminar will use examples from discourse, including casual conversation, political speeches, literature, humour, religion, and science.

**Bemerkung**

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

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

**LingA1/M8/M9: Neo-Firthian Corpus Linguistics**

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

**Di wöchentl. 10:00 - 12:00 15.10.2019 - 01.02.2020 1502 - 709**

**Kommentar**
In this seminar, we will explore the approach to corpus linguistics taken by a group of scholars sometimes referred to collectively as neo-Firthian. As this label suggests, these researchers work within the framework of an approach to language suggested by J. R. Firth. The most prominent proponent of the neo-Firthian approach has been John Sinclair. Sinclair was one of the first people to bring Firth’s ideas together with a corpus linguistic methodology; and Sinclair played a major role in enabling subsequent work along these lines. Many of the other key scholars in this tradition – including Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert and Elena Tognini-Bonelli – are, or have previously been, associated with the University of Birmingham, where Sinclair was Professor of Modern English Language from 1965 to 2000.

Central ideas in the approach to corpus linguistics favoured by neo-Firthians are ‘collocation’, ‘colligation’, ‘semantic preference/semantic association’ and ‘semantic
prosody/discourse prosody'. We will examine these issues in some detail, both in theory and in practice. This will include discussions of how these are used both generally in linguistics and specifically in neo-Firthian corpus linguistics. Understanding the use of these terms is, to a large extent, key to understanding many of the positions taken by the neo-Firthians.

Bemerkung


Literatur

Recommended Reading:

Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be introduced in class.

LinguA3

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

Di wöchentl. 16:00 - 18:00 22.10.2019 - 01.02.2020 1502 - 116
Di wöchentl. 18:00 - 20:00 22.10.2019 - 01.02.2020 1502 - 103

Kommentar


Für Ling A1 oder LingA2 können im Seminar für den Bereich Englische Sprachwissenschaft NUR Studienleistungen in erworben werden.

Bemerkung

Teilnehmerzahl: 30

Literatur

Wird im Seminar bekanntgegeben.

LingA2

LingA2, M5, M9: Linguistic Diversity: The linguistic effects of mobility and migration (formerly Sociolinguistic Typology)

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

Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 609

Kommentar

This course will present Peter Trudgill's theories of the impact of language diversity brought about by dialect and language contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which the theories will be applied. In addition, we will explore research on Multicultural London English, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology!

Bemerkung


Literatur


LingA2, M8, M9: Learner Corpus Research

Seminar, SWS: 2, Max. Teilnehmer: 30
Altendorf, Ulrike
Mi wöchentl. 08:00 - 10:00 16.10.2019 - 01.02.2020 1502 - 609

Kommentar Learner Corpus Research (LCR) will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on digitized data in learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by work in teaching methodology, e.g. the acquisition-oriented method by von Ziegelsar.


Literatur Required Reading: Texts will be available in class.

LinguA3

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

Di wöchentl. 16:00 - 18:00 22.10.2019 - 01.02.2020 1502 - 116
Di wöchentl. 18:00 - 20:00 22.10.2019 - 01.02.2020 1502 - 103

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


Für Ling A1 oder LingA2 können im Seminar für den Bereich Englische Sprachwissenschaft nur Studienleistungen in erworben werden.

Bemerkung Teilnehmerzahl: 30
Literatur Wird im Seminar bekanntgegeben.

Masterarbeit

Kolloquium

Examenskolloquium (14-täglich)

Kolloquium, SWS: 2
Blell, Gabriele

Di 14-täglich 16:00 - 18:00 15.10.2019 - 28.01.2020 1502 - 709

Bemerkung Further Information – gabriele.bell@engsem.~

Kolloquium Englische Sprachwissenschaft

Kolloquium, SWS: 2
Schulze, Rainer

Di wöchentl. 12:00 - 13:00 15.10.2019 - 01.02.2020 1502 - 709

Kommentar Once the research is over, the question of how to write each chapter of a thesis or dissertation remains. This seminar will introduce first-time thesis-writers to the process of writing up (non-) empirical research. To help students understand what content and structure are appropriate for the different parts of a thesis, we will present a range of options, illustrating them with analyses of and commentary on sections from our own research or from real Bachelor or Masters Theses in English linguistics. We will especially focus on the major problems encountered by Germans writing in English. These problems
Englisches Seminar

will include overall text organisation, academic text conventions (style sheet!), sentence construction, idiomatic phrasing, argumentation and style, and, not to forget: proper oral presentation. We will also address major prerequisites for doing research, i.e. choosing an area, getting organised, using resources, doing theory-only projects, setting up data-based research, avoiding plagiarism, etc.

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

Bemerkung

Registration – Stud.IP 01.09. - 30.09.2019 / Prerequisites – LingF1-LingF4 (FüBA), M1-M3 (DEL) / Further Information – rainer.schulze@engsem.

Masterstudiengang Lehramt an berufsbildenden Schulen - Fach Englisch

Intermediate and Advanced Linguistics TECH (LingF4/LingA1/LingA2)

**LingF4**

**LingF4: Cognitive Grammar in Stylistics**

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

Mo wöchentl. 16:00 - 18:00 14.10.2019 - 01.02.2020 1502 - 703

Kommentar

This seminar will provide an engaging, accessible and practically-focused introduction to cognitive grammar, outlining how central principles of the field can be used in stylistic analyses. Assuming no prior knowledge of cognitive grammar, the seminar will lead students through the basics, outlining its place within the field of cognitive linguistics and providing clear explanations of principles and concepts used in studying literary and non-literary texts.

Bemerkung

Registration – Stud.IP 01.09.2019-16.09.2019 / Prerequisites – LingF1-LingF3 (FüBA) / Further Information – rainer.schulze@engsem.

Literatur

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


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

**LingA1**

**LingA1/M8/M9: Linguistics and English Literature**

Seminar, SWS: 2
Schulze, Rainer

Di wöchentl. 16:00 - 18:00 15.10.2019 - 01.02.2020 1502 - 609

Kommentar

This advanced seminar will explain and explore a broad range of concepts, including metaphor, metonymy, simile, and blending and will offer tools for analysing them. It will coherently ground the linguistic understanding of these concepts in basic cognitive mechanisms such as categorisation, frames, mental spaces, and viewpoint.

Figurative language is becoming an increasingly popular area of study, as it is relevant to the work of semanticists, pragmatists, discourse analysts, and also those working at the interface of language and literature, and in other disciplines such as philosophy and psychology. This seminar therefore intends to provide a summary, critique, and comparison of the most important theories on how figurative language is used and understood, drawing on research from linguistics, psychology, and other disciplines. In order to ground the discussion in actual language use, the seminar will use examples from discourse, including casual conversation, political speeches, literature, humour, religion, and science.
Bemerkung

Registration – Stud.IP FüBA + Lehramt 01.09.-16.09.2019; Master DEL 18.09.-30.09.2019 / Prerequisites – LingF1-LingF4 (FüBA), M1-M3 (DEL) / Further Information – rainer.schulze@engsem.

Literatur

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


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

LingA1/M8/M9: Neo-Firthian Corpus Linguistics

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

Di wöchentl. 10:00 - 12:00 15.10.2019 - 01.02.2020 1502 - 709
Kommentar

In this seminar, we will explore the approach to corpus linguistics taken by a group of scholars sometimes referred to collectively as neo-Firthian. As this label suggests, these researchers work within the framework of an approach to language suggested by J. R. Firth. The most prominent proponent of the neo-Firthian approach has been John Sinclair. Sinclair was one of the first people to bring Firth’s ideas together with a corpus linguistic methodology; and Sinclair played a major role in enabling subsequent work along these lines. Many of the other key scholars in this tradition – including Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert and Elena Tognini-Bonelli – are, or have previously been, associated with the University of Birmingham, where Sinclair was Professor of Modern English Language from 1965 to 2000.

Central ideas in the approach to corpus linguistics favoured by neo-Firthians are ‘collocation’, ‘colligation’, ‘semantic preference/semantic association’ and ‘semantic prosody/discourse prosody’. We will examine these issues in some detail, both in theory and in practice. This will include discussions of how these are used both generally in linguistics and specifically in neo-Firthian corpus linguistics. Understanding the use of these terms is, to a large extent, key to understanding many of the positions taken by the neo-Firthians.

Bemerkung


Literatur

Recommended Reading:

Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be introduced in class.

LinguA3

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

Di wöchentl. 16:00 - 18:00 22.10.2019 - 01.02.2020 1502 - 116
Di wöchentl. 18:00 - 20:00 22.10.2019 - 01.02.2020 1502 - 103
Kommentar


Für Ling A1 oder LingA2 können im Seminar für den Bereich Englische Sprachwissenschaft NUR Studienleistungen in erworben werden.

Bemerkung

Teilnehmerzahl: 30
Englisches Seminar

Literatur Wird im Seminar bekanntgegeben.

### LingA2

Linguistik: Linguistic Diversity: The linguistic effects of mobility and migration (formerly Sociolinguistic Typology)

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

**Di wöchentl.** 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 609

**Kommentar**
This course will present Peter Trudgill's theories of the impact of language diversity brought about by dialect and language contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which the theories will be applied. In addition, we will explore research on *Multicultural London English*, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology!

**Bemerkung**

**Literatur**

### LingA2, M8, M9: Learner Corpus Research

Seminar, SWS: 2, Max. Teilnehmer: 30
Altendorf, Ulrike

**Mi wöchentl.** 08:00 - 10:00 16.10.2019 - 01.02.2020 1502 - 609

**Kommentar**
 Learner Corpus Research (LCR) will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on digitized data in learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by work in teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.

**Bemerkung**

**Literatur**
Required Reading: Texts will be available in class.

### LinguA3

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

**Di wöchentl.** 16:00 - 18:00 22.10.2019 - 01.02.2020 1502 - 116
**Di wöchentl.** 18:00 - 20:00 22.10.2019 - 01.02.2020 1502 - 103

**Kommentar**

Für Ling A1 oder LingA2 können im Seminar für den Bereich Englische Sprachwissenschaft NUR Studienleistungen in erworben werden.

WiSe 2019/20
**Bemerkung** Teilnehmerzahl: 30
**Literatur** Wird im Seminar bekanntgegeben.

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**Advanced Methodology of Teaching English as a Foreign Language mit Schulpraktikum (DidA/DidPA)**

**DidA**

**DidA: Language Awareness Matters: Along the Way to a Language Sensitive School**

Seminar, SWS: 2, Max. Teilnehmer: 15
Bleck, Gabriele

**Kommentar**

12:00 - 14:00 15.10.2019 - 01.02.2020 1502 - 615

The new Lower Saxony “Kerncurriculum” for the EFL classroom (discussion version of 2016) more than earlier versions puts a strong focus on teaching facets of language awareness (Sprachbewusstheit) and language learning competence (Sprachlernkompetenz). Language awareness, on the one hand, can be understood as explicit knowledge about language(s), and conscious perception and sensitivity in language learning and use (e.g. recognize, name and analyze communication problems and find possible repair strategies; recognize, describe and evaluate language manipulation strategies (critical language awareness). On the other hand, language learning competence comprises the willingness and ability to analyze and critically reflect one’s own language learning and use. Learners should be able to make use of a repertoire of strategies (e.g. cognitive & metacognitive learning or social & emotional strategies). We will discuss selected topics and subsequently promote creative ways of dealing with them in a task based and learner- and activity based way. The course ends with a written exam.

**Bemerkung**

Modul DidA

Registration – StudIP 01.09. - 16.09.2019 / Size restriction – 15 / Prerequisites – None / Further Information – gabriele.bleck@engsem.uni-hannover.de; gabriele.bleck@engsem.uni-hannover.de

**Literatur**

See course page on StudIP.

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**DidA: Professional Thinking and Reflective Practice**

Seminar, SWS: 2, Max. Teilnehmer: 30
von Bremen, Friederike

**Kommentar**

14:00 - 16:00 24.10.2019 - 01.02.2020 1502 - 615

The analysis of learning and teaching processes in the classroom is an essential part of teacher training as well as of professional competence. To improve their teaching skills, enforce professional and personal growth and stay healthy in their professional environment, teachers need a skill set to analyse, reflect on and appreciate teaching processes.

In this class we will discuss theories of cognitive behaviour in teaching processes, learn about topic-specific lesson design, work on concepts of classroom analysis and analyse videos of English classes, e.g. teaching vocabulary, teaching grammar, teaching literature, using conversation techniques, dealing with problems in the classroom etc.

To receive credit, full attendance and committed participation in the discussions during the seminar is required.

**Bemerkung**

Registration – Stud.IP 01.09. – 16.09.2019 / Size Restriction – 30 / Prerequisites – DidF / Further Information – friederike.von.bremen@engsem.de

**Literatur**

See course page on StudIP.

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**DidA: Teaching English with Film**

Seminar, SWS: 2, Max. Teilnehmer: 30
Bleck, Gabriele
Englisches Seminar

Do wöchentl. 10:00 - 12:00 17.10.2019 - 31.10.2019 1502 - 615
Kommentar
This course is designed to help you to teach films which have become part of the Abitur in Lower Saxony as well. One of the objectives will be to critically analyze and understand the purpose for the use of basic film/video techniques and methods for teaching them to students. Furthermore, we will analyze a couple of film scenes, among them scenes from *L.A. Crash* by Paul Haggis, 2006 (*L.A.Crash* is part of the Abitur in 2020 and 2021). Finally, we will subsequently design and discuss task- and activity-oriented learning scenarios for the EFL classroom.

Bemerkung
Registration – StudIP 01.09. - 16.09.2019 / Size restriction – 30 / Prerequisites – DidF / Further Information – gabriele.bell@engsem.uni-hannover.de

Literatur
*Required Reading:* Blell, Gabriele, Grünewald Andreas, Kepser, Matthäus & Surkamp, Carola (Hg.) *Film in den Fächern der sprachlichen Bildung*. Baltmannsweiler: Schneider Verlag Hohengehren 2016.

**DidA: Teaching Literature in the EFL Classroom**

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

Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 615
Kommentar
(Short) stories, which rely so much on words, offer a major and constant source of language experience for learners on all school levels. Already 1982, Salmon Rushdie commented on the forthcoming success of postcolonial novels and short stories with the statement: “[T]he Empire writes back with a vengeance”. During the course we will particularly focus on multicultural British short stories by Hanif Kureishi, Farrukh Dhondy, Jean Rhys or David Dabydeen and a couple of Mexican-American short stories by Benjamin Alire Sáenz. Among others, we will also read Amy Tan’s *Two Kinds* and Julius Lester’s *The Child*. (Abitur 2020 and 2021). The course will present different approaches to teaching these texts. Processes of reading and responding to them will be in the centre of discussion. We will discuss methods of analyzing short stories in the English language classroom and subsequently promote creative ways of dealing with short stories in a learner- and activity based way. The course will end with a written exam (PL).

Bemerkung
Registration – StudIP 01.09. - 16.09.2019 / Size restriction – 30 / Prerequisites – DidF / Further Information – gabriele.bell@engsem.uni-hannover.de

Literatur
See course page on StudIP.

**DidFP**

**DidFP: Fachpraktikum (1)**

Fachpraktikum, SWS: 2
Woltin, Alexander

Do wöchentl. 12:00 - 14:00 17.10.2019 - 01.02.2020 1502 - 615
Kommentar
Englisches Seminar

Die Fachpraktikumsnachbereitungsveranstaltung. In dieser Sitzung soll Ihr Fachpraktikum gemeinsam kritisch evaluiert und offene schulpraktische oder formelle Fragen geklärt werden.

Die entsprechenden Termine für die Veranstaltungen während des Fachpraktikums werden über StudIP bekannt gegeben.

Voraussetzung für das Fachpraktikum ist der Besuch der Veranstaltung „Planung & Analyse von EU“.


Die entsprechenden Termine für die Veranstaltungen während des Fachpraktikums werden über StudIP bekannt gegeben.

Voraussetzung für das Fachpraktikum ist die Besuch der Veranstaltung „Planung & Analyse von EU“.

Bemerkung

Registration – StudIP 01.09.-16.09.2019 / Size restriction – / Prerequisites – DidF, DidPA / Further Information – alexander.woltin@engsem.

Literatur (exemplarisch):


DidFP: Fachpraktikum (2)

Fachpraktikum, SWS: 2
Woltin, Alexander

Fr wöchentl. 10:00 - 12:00 18.10.2019 - 01.02.2020 1502 - 615

Kommentar


Die entsprechenden Termine für die Veranstaltungen während des Fachpraktikums werden über StudIP bekannt gegeben.
Voraussetzung für das Fachpraktikum ist der Besuch der Veranstaltung „Planung & Analyse von EU“.

**Bemerkung**


**Literatur**

*Literatur (exemplarisch):*


**DidPA**

**DidFP: Fachpraktikum (1)**

Fachpraktikum, SWS: 2
Woltin, Alexander

**Do wöchentl. 12:00 - 14:00 17.10.2019 - 01.02.2020 1502 - 615**

**Kommentar**


Die entsprechenden Termine für die Veranstaltungen während des Fachpraktikums werden über StudIP bekannt gegeben.

Voraussetzung für das Fachpraktikum ist der Besuch der Veranstaltung „Planung & Analyse von EU“.

**Bemerkung**


**Literatur**

*Literatur (exemplarisch):*

Englisches Seminar


**DidFP: Fachpraktikum (2)**

Fachpraktikum, SWS: 2
Woltin, Alexander

<table>
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<th>Fr wöchentl. 10:00 - 12:00 18.10.2019 - 01.02.2020 1502 - 615</th>
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Die entsprechenden Termine für die Veranstaltungen während des Fachpraktikums werden über StudIP bekannt gegeben.

Voraussetzung für das Fachpraktikum ist der Besuch der Veranstaltung „Planung & Analyse von EU“.

**Bemerkung**
- Registration – StudIP 01.09.-16.09.2019 / Size restriction – / Prerequisites – DidF, DidPA / Further Information – alexander.woltin@engsem.~

**Literatur**

DidPA: Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 25
Lemke, Andreas

<table>
<thead>
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<th>Mi wöchentl. 14:00 - 16:00 16.10.2019 - 01.02.2020 1502 - 615</th>
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</table>
| Kommentar Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, schanalytische Perspektivierungen,

Bemerkung


Literatur


**DidPA: Planung & Analyse von Englischunterricht**

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

Mo wöchentl. 16:00 - 18:00 14.10.2019 - 01.02.2020 1502 - 615

Kommentar


Bemerkung

Registration – StudIP 01.09.-16.09.2019 / Size restriction – 25 / Prerequisites – DidF / Further Information – alexander.woltin@engsem.~

Literatur


**Intermediate American Literature and Culture (AmerF2/AmerF3)**

*AmerF2*

*AmerF2: Survey of American Literature and Culture*

Vorlesung, SWS: 2
Mayer, Ruth

Di wöchentl. 12:00 - 14:00 22.10.2019 - 01.02.2020 1502 - 003

WiSe 2019/20
Englisches Seminar

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

Bemerkung
*AmerF2*

Prerequisites – none / Further Information – ruth.mayer@engsem.~

Literatur
Registration – Stud.IP 01.09. - 18.10.2019 / Prerequisites – none / Further Information – ruth.mayer@engsem.~

*AmerF3*

**AmerF3: Detectives, Gangsters, and G-Men: American Popular Culture in the 1930s**

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

Di wöchentl. 10:00 - 12:00 15.10.2019 - 21.10.2019 1502 - 703

Kommentar
In this course, we will take a closer look at U.S.-American popular culture during the 1930s and early 40s. The era is marked by the Great Depression and by Prohibition, by notorious criminals such as Al Capone and John Dillinger, and by the founding of the FBI. At the same time, this is the heyday of mass media, with the consolidation of radio, the craze for comic strips, the rise of sound film, the ‘golden era’ of film serials, and the beginning of film noir – all of which also hark back to ‘hard-boiled’ detective novels. In keeping with the spirit of the time, all of these media brought forth stories about detectives, master villains, and daring G-men – characters and stories who increasingly reappear across media forms and formats. We will take a closer look at these stories of crime and pursuit and take them as an occasion to practice the analysis of a variety of media forms. For a detailed list of primary sources to be read and viewed during the semester, please refer to StudIP.

Bemerkung
Registration – Stud.IP 01.09. - 16.09.2019 / Prerequisites – AmerBritF1 / Further Information – ilka.brasch@engsem.~

Literatur
Please purchase Dashiell Hammett’s The Maltese Falcon (any edition). All other course texts will be made available on StudIP.

*AmerF3: U.S.-American Short Stories from the 1910s – 2010s**

Seminar, SWS: 2, Max. Teilnehmer: 35
Oldehus, Anna-Lena

Do wöchentl. 12:00 - 16:00 17.10.2019 - 28.11.2019 1502 - 609

Kommentar
In this class we will read a selection of U.S.-American short stories, from Jack London’s “To Build a Fire” in the early 1910s to the contemporary piece “On Monday of Last Week” by Chimamanda Ngozi Adichie. The aim of this class is to learn about the characteristics, structures, and specificities of the short story. At the same time, we will engage with the socio-political frames in which each story has been written and published.

Thereby, students participating in this course will be encouraged to develop critical thinking skills about topics and themes presented in the text, while they are at the same time familiarized with structural and formal features of the short story as one of the most popular modern literary genres.
Please note: This class is taught in 180-minute sessions (instead of the usual 90) and the final session is on November 28th.

**Englisches Seminar**

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

**BritF2**

**BritF3**

**BritF3: Practising Literary Criticism: British and Postcolonial Literatures**

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

Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 703

Kommentar

This seminar accompanies but does not substitute the BritF2 Survey. Participation in the weekly online course is absolutely mandatory in order to profit from the various exercises conducted in this seminar. Practising the analytical terms and concepts acquired in the AmerBritF1 Introduction, we will read selected literary texts addressed in the Survey lecture and explore their representations of race, class and gender in their respective historical and generic contexts. Our particular focus will be on Shakespeare's tragedy *Othello* (entire play) and Daniel Defoe's novel *Robinson Crusoe* (excerpts). We will thus investigate how the texts have contributed to shape an understanding of British history and culture. To achieve this objective, students will be asked to work with definitions of terms and concepts by using relevant specialist literature such as encyclopedia, dictionaries and scholarly texts.

Bemerkung


Literatur

Required Reading and Purchase

Please get hold of Shakespeare's *Othello* (Arden edition) and read the play prior to class. All other material (including the longer excerpts from *Robinson Crusoe*) will be provided in a reader available from Copyshop Stork and on Stud.IP.

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**Masterarbeit**

**Kolloquium Englische Sprachwissenschaft**

Kolloquium, SWS: 2
Schulze, Rainer

Di wöchentl. 12:00 - 13:00 15.10.2019 - 01.02.2020 1502 - 709

Kommentar

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

Students will be given ample chance to present their own preliminary findings…
**Zertifikatsprogramm Lehramt an Gymnasien - Fach Englisch**

**Foundations Linguistics (LingF1/LingF2)**

**LingF1**

**LingF1: Introduction to Linguistics I**

**Vorlesung, SWS: 2, Max. Teilnehmer: 90**

Jalanesh, Aida

**Di wöchentl. 10:00 - 12:00 22.10.2019 - 01.02.2020 1502 - 003**

**Kommentar**

The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyze the function it fulfills. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II.

**Bemerkung**

Registration – Stud.IP 01.09. - 30.09.2019 / Prerequisites – LingF1-LingF4 (FüBA), M1-M3 (DEL) / Further Information – rainer.schulze@engsem.~

**Literatur**


**LingF1: Introduction to Linguistics I**

**Vorlesung, SWS: 2, Max. Teilnehmer: 70**

Jalanesh, Aida

**Do wöchentl. 10:00 - 12:00 24.10.2019 - 01.02.2020 1502 - 103**

**Kommentar**

The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyze the function it fulfills. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II.

**Bemerkung**

Registration – Stud.IP 1.9.-18.10.2019 / Prerequisites – none / Further Information – meike.paland@engsem.~

**Literatur**


**LingF2**

Intermediate Linguistics (LingF3/LingF4)

**LingF3**

**LingF3: Phonetics & Phonology**

**WiSe 2019/20**
Englisches Seminar

Vorlesung, SWS: 2  
Altendorf, Ulrike

Mi wöchentl. 12:00 - 14:00 16.10.2019 - 01.02.2020 1502 - 003

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

Bemerkung
Registration – Stud.IP 1.9.-16.9.2019 / Prerequisites – LingF1-LingF2 / Further Information – ulrike.altendorf@engsem.~

Literatur

LingF4

LingF4: Cognitive Grammar in Stylistics

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

Mo wöchentl. 16:00 - 18:00 14.10.2019 - 01.02.2020 1502 - 703

Kommentar
This seminar will provide an engaging, accessible and practically-focused introduction to cognitive grammar, outlining how central principles of the field can be used in stylistic analyses. Assuming no prior knowledge of cognitive grammar, the seminar will lead students through the basics, outlining its place within the field of cognitive linguistics and providing clear explanations of principles and concepts used in studying literary and non-literary texts.

Bemerkung
Registration – Stud.IP 01.09.2019-16.09.2019 / Prerequisites – LingF1-LingF3 (FüBA) / Further Information –rainer.schulze@engsem.~

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


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

Advanced Linguistics (LingA1/LingA2)

LingA1

LingA1/M8/M9: Linguistics and English Literature

Seminar, SWS: 2  
Schulze, Rainer

Di wöchentl. 16:00 - 18:00 15.10.2019 - 01.02.2020 1502 - 609

Kommentar
This advanced seminar will explain and explore a broad range of concepts, including metaphor, metonymy, simile, and blending and will offer tools for analysing them. It will coherently ground the linguistic understanding of these concepts in basic cognitive mechanisms such as categorisation, frames, mental spaces, and viewpoint.

Figurative language is becoming an increasingly popular area of study, as it is relevant to the work of semanticists, pragmatists, discourse analysts, and also those working at the interface of language and literature, and in other disciplines such as philosophy and psychology. This seminar therefore intends to provide a summary, critique, and comparison of the most important theories on how figurative language is used and understood, drawing on research from linguistics, psychology, and other disciplines. In order to ground the discussion in actual language use, the seminar will use examples from discourse, including casual conversation, political speeches, literature, humour, religion, and science.
### Englisches Seminar

**Bemerkung**  

**Literatur**  
The following textbook will be used in class and is recommended for purchase:  
Please make sure that you order your copy of the book asap.

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### LingA1/M8/M9: Neo-Firthian Corpus Linguistics

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

**Schulze, Rainer**

**Di wöchentl. 10:00 - 12:00 15.10.2019 - 01.02.2020 1502 - 709**

**Kommentar**  
In this seminar, we will explore the approach to corpus linguistics taken by a group of scholars sometimes referred to collectively as *neo-Firthian*. As this label suggests, these researchers work within the framework of an approach to language suggested by J. R. Firth. The most prominent proponent of the neo-Firthian approach has been John Sinclair. Sinclair was one of the first people to bring Firth’s ideas together with a corpus linguistic methodology; and Sinclair played a major role in enabling subsequent work along these lines. Many of the other key scholars in this tradition – including Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert and Elena Tognini-Bonelli – are, or have previously been, associated with the University of Birmingham, where Sinclair was Professor of Modern English Language from 1965 to 2000.  
Central ideas in the approach to corpus linguistics favoured by neo-Firthians are ‘collocation’, ‘colligation’, ‘semantic preference/semantic association’ and ‘semantic prosody/discourse prosody’. We will examine these issues in some detail, both in theory and in practice. This will include discussions of how these are used both generally in linguistics and specifically in neo-Firthian corpus linguistics. Understanding the use of these terms is, to a large extent, key to understanding many of the positions taken by the neo-Firthians.

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### LinguA3

**Seminar, SWS: 2**

**Altendorf, Ulrike| Mathias, Alexa**

**Di wöchentl. 16:00 - 18:00 22.10.2019 - 01.02.2020 1502 - 116**  
**Di wöchentl. 18:00 - 20:00 22.10.2019 - 01.02.2020 1502 - 103**

**Kommentar**  
Für Ling A1 oder LingA2 können im Seminar für den Bereich Englische Sprachwissenschaft **NUR** Studienleistungen in erworben werden.

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**Bemerkung**  
Teilnehmerzahl: 30
Englisches Seminar

Literatur

Wird im Seminar bekanntgegeben.

**LingA2**

**LingA2, M5, M9: Linguistic Diversity: The linguistic effects of mobility and migration (formerly Sociolinguistic Typology)**

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

Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 609

Kommentar

This course will present Peter Trudgill's theories of the impact of language diversity brought about by dialect and language contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which the theories will be applied. In addition, we will explore research on *Multicultural London English*, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology!

Bemerkung


Literatur


**LingA2, M8, M9: Learner Corpus Research**

Seminar, SWS: 2, Max. Teilnehmer: 30
Altendorf, Ulrike

Mi wöchentl. 08:00 - 10:00 16.10.2019 - 01.02.2020 1502 - 609

Kommentar

Learner Corpus Research (LCR) will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on digitized data in learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by work in teaching methodology, e.g. the acquisition-oriented method by von Ziegesar.

Bemerkung


Literatur

Required Reading: Texts will be available in class.

**LinguA3**

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

Di wöchentl. 16:00 - 18:00 22.10.2019 - 01.02.2020 1502 - 116
Di wöchentl. 18:00 - 20:00 22.10.2019 - 01.02.2020 1502 - 103

Kommentar


Für Ling A1 oder LingA2 können im Seminar für den Bereich Englische Sprachwissenschaft NUR Studienleistungen in erworben werden.

WiSe 2019/20

105
Foundations Literature and Culture (AmerBritF1)

AmerBritF1
AmerBritF1: Introduction to Literary Studies

Vorlesung, SWS: 2
Mayer, Ruth

Mo wöchentl. 12:00 - 14:00 21.10.2019 - 01.02.2020 1502 - 609

Kommentar
This course is designed as a general introduction to Literary Studies and aims to familiarize students with the fundamentals necessary for the study of English and American literatures. Taught in the American Studies section and focusing on North American examples, this course nevertheless prepares students for future courses in both British and American literary and cultural studies. The course will acquaint students with various theoretical approaches to literature and culture as well as important critical concepts and methods in order to further their skills of description, analysis, and interpretation. To practice strategies of close reading and analysis, we will draw on representative textual examples from a variety of genres (including poetry, comics, and film) and periods (from the nineteenth to the twenty-first century). Both the theoretical texts and primary examples for this class will be made available on Stud.IP since we do not operate with a dedicated textbook.

Bemerkung
Registration – Stud.IP 01.09. - 18.10.19 / Prerequisites – none / Further Information – ruth.mayer@engsem.~

Intermediate American Literature and Culture (AmerF2/AmerF3)

AmerF2
AmerF2: Survey of American Literature and Culture

Vorlesung, SWS: 2
Mayer, Ruth

Di wöchentl. 12:00 - 14:00 22.10.2019 - 01.02.2020 1502 - 003
This lecture will provide an introduction to US-American culture and literature from the beginnings of colonization to the present time. We will be concerned with the emergence of a national ideology against the backdrop of ethnic, religious, and social conflicts, casting a close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution, independence and the negotiations around national identity and manifest destiny. It will focus on the interactions between minorities and mainstream, marginalized groups and powerful parties, and investigate the emergence of cultural categories of distinction (the high, the low, and the middle). A reader with additional course material will be made available at the beginning of the class. Please refer to the course page on StudIP for further information as the semester approaches. The lectures will be recorded and uploaded together with power point presentations on StudIP.

**Prerequisites** – none / **Further Information** – ruth.mayer@engsem.~

**Registration** – Stud.IP 01.09. - 18.10.2019 / **Prerequisites** – none / **Further Information** – ilka.brasch@engsem.~

**AmerF3: Detectives, Gangsters, and G-Men: American Popular Culture in the 1930s**

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

**Brasch, Ilka**

Di wöchentl. 10:00 - 12:00 15.10.2019 - 21.10.2019 1502 - 703

In this course, we will take a closer look at U.S.-American popular culture during the 1930s and early 40s. The era is marked by the Great Depression and by Prohibition, by notorious criminals such as Al Capone and John Dillinger, and by the founding of the FBI. At the same time, this is the heyday of mass media, with the consolidation of radio, the craze for comic strips, the rise of sound film, the ‘golden era’ of film serials, and the beginning of film noir – all of which also hark back to ‘hard-boiled’ detective novels. In keeping with the spirit of the time, all of these media brought forth stories about detectives, master villains, and daring G-men – characters and stories who increasingly reappear across media forms and formats. We will take a closer look at these stories of crime and pursuit and take them as an occasion to practice the analysis of a variety of media forms. For a detailed list of primary sources to be read and viewed during the semester, please refer to StudIP.

**Registration** – Stud.IP 01.09. - 16.09.2019 / **Prerequisites** – AmerBritF1 / **Further Information** – ilka.brasch@engsem.~

Please purchase Dashiell Hammett’s *The Maltese Falcon* (any edition). All other course texts will be made available on StudIP.

**AmerF3: U.S.-American Short Stories from the 1910s – 2010s**

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

**Oldehus, Anna-Lena**

Do wöchentl. 12:00 - 16:00 17.10.2019 - 28.11.2019 1502 - 609

In this class we will read a selection of U.S.-American short stories, from Jack London’s “To Build a Fire” in the early 1910s to the contemporary piece “On Monday of Last Week” by Chimamanda Ngozi Adichie. The aim of this class is to learn about the characteristics, structures, and specificities of the short story. At the same time, we will engage with the socio-political frames in which each story has been written and published.

Thereby, students participating in this course will be encouraged to develop critical thinking skills about topics and themes presented in the text, while they are at the same time familiarized with structural and formal features of the short story as one of the most popular modern literary genres.
Please note: This class is taught in 180-minute sessions (instead of the usual 90) and the final session is on November 28th.

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

**BritF2**

**BritF3**

**BritF3: Practising Literary Criticism: British and Postcolonial Literatures**

Seminar, SWS: 2, Max. Teilnehmer: 40

Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 703

Kommentar This seminar accompanies but does not substitute the BritF2 Survey. Participation in the weekly online course is absolutely mandatory in order to profit from the various exercises conducted in this seminar. Practising the analytical terms and concepts acquired in the AmerBritF1 Introduction, we will read selected literary texts addressed in the Survey lecture and explore their representations of race, class and gender in their respective historical and generic contexts. Our particular focus will be on Shakespeare's tragedy *Othello* (entire play) and Daniel Defoe's novel *Robinson Crusoe* (excerpts). We will thus investigate how the texts have contributed to shape an understanding of British history and culture. To achieve this objective, students will be asked to work with definitions of terms and concepts by using relevant specialist literature such as encyclopedia, dictionaries and scholarly texts.


Literatur Required Reading and Purchase

Please get hold of Shakespeare’s *Othello* (Arden edition) and read the play prior to class. All other material (including the longer excerpts from *Robinson Crusoe*) will be provided in a reader available from Copyshop Stork and on Stud.IP.

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

**AmerA**

**AmerA/AAS1/AAS2/AAS3: Defining "American:" Literature and Theories of the Antebellum Period**

Seminar, SWS: 2, Max. Teilnehmer: 40

Fagan, Abigail

Mi wöchentl. 12:00 - 14:00 16.10.2019 - 01.02.2020 1502 - 609

Kommentar Between the American Revolution of 1776 and the beginning of the Civil War in 1861, many American authors and politicians used their written texts to consider what it meant to be an American. They asked: what made a person capable of participating in democratic governance? We will consider the complexities of this question in a period of new nation-making by reading pamphlets and other political texts, such as Thomas Paine’s *Common Sense* and David Walker’s *Appeal*; short stories and poetry; as well as more recent theoretical texts on the significance of the New World for the formation of individual and national identities, including work by Jodi Byrd, Judith Butler, and Sylvia Wynter.

**AmerA/AAS1/AAS4: The History/Theory/Materiality of the Book in the United States**

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

**Di** wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020  
1502 - 613

**Kommentar**  
In this class, we will study the book in the United States as a medium and cultural form, its history, politics, and materiality. Instead of zooming in on individual stories and arguments that are conveyed in and through books, we will focus on what Michael Warner calls “the cultural meaning of their printedness” in order to uncover the function of printed media in the United States. We will adopt a critical vocabulary of book design and ‘material texts’ (what are imprints, endpapers, or catchwords?) and uncover the ways in which the form and ‘packaging’ of texts shapes experiences of reading and meaning-making. We will study the history of print culture and publishing with a focus on the 18th and 19th centuries and the formative period around 1800 to enrich our understanding of how print helped to form the nation and shaped the self-conception of its inhabitants as a people, but we will also question such and similar theories. Please be prepared to read theory when signing up for this class.

**Bemerkung**  
*Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.

**Literatur**  
All course texts will be made available on Stud.IP.

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**AmerA/AAS1: Literary Value**

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

**Di** wöchentl. 10:00 - 12:00 22.10.2019 - 01.02.2020  
1502 - 609

**Kommentar**  
What constitutes literary value? This question is difficult to tackle with the toolbox of contemporary literary theory. Categories of evaluation such as the ‘canon,’ the ‘great author,’ or the ‘masterpiece’ are no longer considered up-to-date. But on the other hand, all of us intuitively refer to value judgments with regard to literature. There is bad writing and good writing, there are guilty pleasures (usually considered ‘bad,’ but oh so nice), stuff we have to read for class (usually considered ‘good,’ but oh so boring), and all the many texts that we are supposed to know (definitely considered ‘good,’ but we will probably never get around to them anyway). In this course, we will look at how categories of literary value have been established and are maintained today. We will reflect on concepts such as popular writing and entertainment literature, and focus, not only in this context, on the role of gender in value formation (the ‘important book,’ it seems, still happens to be written way more often by a man than by a woman). We will take into consideration the role of educational institutions (such as the university) and publishing houses in this context, we will discuss the media, and we will have a close look at the workings of literary prize committees (Nobel, Booker, Pulitzer, Kleist). Most importantly, however, we will be concerned with our own role and work as readers.

**Bemerkung**  

**Literatur**  
All course texts will be made available on Stud.IP.

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**AmerA/AAS2/AAS3: Contemporary Life Writing**

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

**Mo** wöchentl. 10:00 - 12:00 14.10.2019 - 01.02.2020  
1502 - 609
Life writing as a genre of literary expression has gained great prominence in the last decades. It goes beyond (auto)biography and memoirs, comprising all sorts of narratives that are often concerned with crucial biographical experiences (illness, loss, sexual identification), with the impact of monumental historical events (war, terrorism, genocide), with the operation of personal and social memory, and, of course, the age-old question of truth and invention. Life writing may be fictional or factual, but it is always concerned with the conjunction of the social or political and the personal, reflecting on the ways in which individuals try to make sense of what happened or happens to them. In this course, we will be concerned with texts that situate themselves at the threshold between fiction and autobiography, and we will discuss why writers feel the need to resort to fiction in order to write about very personal experiences. We will read Siri Hustvedt’s *Memories of the Future* (2019), Miriam Toews’ *All My Puny Sorrows* (2014) and at least one other book-length piece of life-writing (to be announced on StudIP as the semester approaches). Trigger warning: Please note that we will discuss a series of difficult topics in this class (suicide, illness, rape). If you are in doubt whether this class is for you, contact the instructor beforehand.

Please purchase Siri Hustvedt’s *Memories of the Future* (2019) and Miriam Toews’ *All My Puny Sorrows* (2014). Further reading will be announced on Stud.IP.
Englisches Seminar

shift towards a socio-pragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will use a newly published textbook following its structure with chapters on the sounds of English and the rhythms of poetry and speech, on metaphor and metonymy, on syntax, morphology, semantics and pragmatics as well as on varieties of English and discourse analysis. We will discuss a wide range of literary and non-literary texts as well as visual and pop art material. To practise the terminology and further develop the interdisciplinary methodology we will rely on the numerous exercises the author suggests at the end of each chapter. Students will complete some of these exercises as their weekly assignments.

Bemerkung

Registration – Stud.IP 01.09.2019-16.09.2019, for AAS students:
18.09.2019-30.09.2019 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information – jana.gohrisch@engsem.

Literatur

Required Reading and Purchase:


BritA, AAS2, AAS3, AAS5: The Colonial Rise of the Novel

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

Di wöchentl. 12:00 - 14:00 15.10.2019 - 01.02.2020 1502 - 703

Kommentar

"Without empire," Edward Said claims in his influential study Culture and Imperialism (1993), "there is no European novel" (69). However, various distinguished explorations of eighteenth-century British fiction such as Ian Watt's The Rise of the Novel (1957) or Michael McKeon's The Origins of the English Novel (1987) gloss over the fact that the emergence of the middle classes and the realist novel rest on colonial expansion and the concomitant exploitation of foreign peoples and countries. Probing into the imperialist "structure of attitude and reference" (Said 63) of a variety of eighteenth- and nineteenth-century British travelogues and novels, this seminar is designed to investigate the racist underpinnings of a literary form that has proved most productive to this day. Starting with an introduction to postcolonial studies and theories of colonial discourse, we shall use Said's method of contrapuntal reading to examine excerpts of Aphra Behn's proto-novel Oroonoko (1688), Daniel Defoe's Robinson Crusoe (1719) and Matthew Lewis's travelogue Journal of a West Indian Proprietor (1812). In the latter half of the semester, we will focus on Jane Austen's Mansfield Park (1813) and Charlotte Brontë's Jane Eyre (1847). We shall not only explore these two British classics alongside non-fictional material such as Thomas Carlyle's "Occasional Discourse on the Nigger Question" (1853) but also watch two recent film adaptations to consider how they both reinforce and challenge imperialist perspectives and to discuss the continuity of racism in contemporary (British) society.

Bemerkung

Registration – Stud.IP 01.09.2019-16.09.2019, for AAS students:
18.09.2019-30.09.2019 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information – hannah.pardey@engsem.

Literatur

Please get hold of Jane Austen's Mansfield Park and Charlotte Brontë's Jane Eyre in a well-annotated edition and read at least Mansfield Park prior to class. All other primary and secondary material will be provided in a reader available from Copyshop Stork and on Stud.IP at the beginning of the term.

BritA, AAS2, AAS3: British Drama Across the Centuries

Seminar, SWS: 2, Max. Teilnehmer: 40
Neumann, Janna-Lena

Mo wöchentl. 12:00 - 14:00 14.10.2019 - 01.02.2020 1502 - 703

Kommentar

How has British drama evolved from the 16th to the 21st century, and why? Building on the Survey lecture (BritF2), this course will cover some major developments,
periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade's *Home, I'm Darling* (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include George Farquhar, John Gay, Oscar Wilde, Samuel Beckett, Agatha Christie and Tom Stoppard.

Studying the selected plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the Introduction to Literary Studies (AmerBritF1) with a context-oriented reading in order to identify, understand and evaluate the development of literary conventions.

**Bemerkung**


**Literatur**

*Required Reading and Purchase*

- William Shakespeare: *Titus Andronicus* (1591), preferably the Arden Shakespeare edition
- Laura Wade: *Home, I'm Darling* (2018)

All other text covered in this seminar will be provided on Stud.IP and in the reader.

Students are advised to read Shakespeare's *Titus Andronicus* before the course begins.

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**Seminar, SWS: 2**

**Bandau, Anja| Gohrisch, Jana**

**Mi wöchentl. 10:00 - 12:00 16.10.2019 - 01.02.2020 1502 - 703**

**Kommentar**


**Bemerkung**

Grundlage der Seminararbeit ist ein Reader mit ausgewählten Texten, der zu Veranstaltungsbeginn zur Verfügung gestellt wird. Das Seminar findet im Team-Teaching mit Prof. Dr. Anja Bandau (Romanisches Seminar) in deutscher Sprache statt.

*Reader – Copyshop Stork (Körnerstraße) from 14 Oct 2019 and Stud.IP / Registration – Stud.IP 01.09.-30.09.2019 / Prerequisites – (für Studierende des Englischen Seminars) AmerBritF1, BritF2, BritF3*

*Further Information jana.gohrisch@engsem.uni-hannover.de*

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**Focus Module (AmerA/BritA/LingA1/LingA2)**
**AmerA/AAS1/AAS2/AAS3: Defining "American:" Literature and Theories of the Antebellum Period**

Seminar, SWS: 2, Max. Teilnehmer: 40
Fagan, Abigail

**Kommentar**
Between the American Revolution of 1776 and the beginning of the Civil War in 1861, many American authors and politicians used their written texts to consider what it meant to be an American. They asked: what made a person capable of participating in democratic governance? We will consider the complexities of this question in a period of new nation-making by reading pamphlets and other political texts, such as Thomas Paine's *Common Sense* and David Walker's *Appeal*; short stories and poetry; as well as more recent theoretical texts on the significance of the New World for the formation of individual and national identities, including work by Jodi Byrd, Judith Butler, and Sylvia Wynter.

**Bemerkung**

**Literatur**
All course texts will be made available on Stud.IP.

**AmerA/AAS1/AAS4: The History/Theory/Materiality of the Book in the United States**

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

**Kommentar**
In this class, we will study the book in the United States as a medium and cultural form, its history, politics, and materiality. Instead of zooming in on individual stories and arguments that are conveyed in and through books, we will focus on what Michael Warner calls “the cultural meaning of their printedness” in order to uncover the function of printed media in the United States. We will adopt a critical vocabulary of book design and ‘material texts’ (what are imprints, endpapers, or catchwords?) and uncover the ways in which the form and ‘packaging’ of texts shapes experiences of reading and meaning-making. We will study the history of print culture and publishing with a focus on the 18th and 19th centuries and the formative period around 1800 to enrich our understanding of how print helped to form the nation and shaped the self-conception of its inhabitants as a people, but we will also question such and similar theories. Please be prepared to read theory when signing up for this class.

**Bemerkung**

**Literatur**
All course texts will be made available on Stud.IP.

**AmerA/AAS1: Literary Value**

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

**Kommentar**
What constitutes literary value? This question is difficult to tackle with the toolbox of contemporary literary theory. Categories of evaluation such as the ‘canon,’ the ‘great author,’ or the ‘masterpiece’ are no longer considered up-to-date. But on the other hand, all of us intuitively refer to value judgments with regard to literature. There is bad writing and good writing, there are guilty pleasures (usually considered ‘bad,’ but oh so nice), stuff we have to read for class (usually considered ‘good,’ but oh so boring), and all the many texts that we are supposed to know (definitely considered ‘good,’ but we will probably never get around to them anyway). In this course, we will look at how categories of literary value have been established and are maintained today. We will reflect on concepts such as popular writing and entertainment literature, and focus, not only in
this context, on the role of gender in value formation (the ‘important book,’ it seems, still happens to be written way more often by a man than by a woman). We will take into consideration the role of educational institutions (such as the university) and publishing houses in this context, we will discuss the media, and we will have a close look at the workings of literary prize committees (Nobel, Booker, Pulitzer, Kleist). Most importantly, however, we will be concerned with our own role and work as readers.

Bemerkung
Prerequisites — BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.uni-hannover.de

Literatur
All course texts will be made available on Stud.IP.

AmerA/AAS2/AAS3: Contemporary Life Writing
Seminar, SWS: 2, Max. Teilnehmer: 40
Mayer, Ruth
Mo wöchentl. 10:00 - 12:00 14.10.2019 - 01.02.2020 1502 - 609
Kommentar
Life writing as a genre of literary expression has gained great prominence in the last decades. It goes beyond (auto)biography and memoirs, comprising all sorts of narratives that are often concerned with crucial biographical experiences (illness, loss, sexual identification), with the impact of monumental historical events (war, terrorism, genocide), with the operation of personal and social memory, and, of course, the age-old question of truth and invention. Life writing may be fictional or factual, but it is always concerned with the conjunction of the social or political and the personal, reflecting on the ways in which individuals try to make sense of what happened or happens to them. In this course, we will be concerned with texts that situate themselves at the threshold between fiction and autobiography, and we will discuss why writers feel the need to resort to fiction in order to write about very personal experiences. We will read Siri Hustvedt’s Memories of the Future (2019), Miriam Toews’ All My Puny Sorrows (2014) and at least one other book-length piece of life-writing (to be announced on StudIP as the semester approaches). Trigger warning: Please note that we will discuss a series of difficult topics in this class (suicide, illness, rape). If you are in doubt whether this class is for you, contact the instructor beforehand.

Bemerkung
Registration — Stud.IP FüBA und M.Ed.: 01.09.-16.09.19 AAS: 18.09.-30.09.19 /
Prerequisites — BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information ruth.mayer@engsem.uni-hannover.de

Literatur
Please purchase Siri Hustvedt’s Memories of the Future (2019) and Miriam Toews’ All My Puny Sorrows (2014). Further reading will be announced on Stud.IP.

AmerA/AAS4: Blockbuster Cinema between Narrative, Spectacle, and Media Event, 1975-2019
Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix
Do wöchentl. 12:00 - 14:00 17.10.2019 - 01.02.2020 1502 - 703
Kommentar
This class offers an overview of the history of post-classical Hollywood blockbuster cinema and introduces participants to relevant approaches to the study of this type of film. Tracking the evolution of the blockbuster format from its origins in the ‘New Hollywood’ of the 1970s to the digital era, the seminar uses representative case studies —which will range from 1975’s Jaws (Dir. Steven Spielberg) to recent superhero blockbusters like Avengers: Infinity War (2018, Dir. Anthony and Joe Russo)— as a springboard to engage with the mechanics of film narrative, the appeals of attractions like special effects and action scenes, and issues like film marketing, cinematic serialization, transmedia storytelling, and media franchising. In doing so, the seminar attempts to come to terms with the defining aspects that set American blockbuster movies apart from other types of film: their status as big-budget, larger-than-life cinematic spectacles that combine state-of-the-art filmmaking technology with highly effective narrative formulae and widely promoted media events. Please note: While a significant part of the seminar will focus on a discussion of feature films, participants will have to engage with difficult
film-theoretical matters as well. Participants are furthermore expected to attend the film screenings that will accompany the seminar or view the respective movies during their free time.

**Bemerkung**


**Literatur**

All course texts will be made available on Stud.IP

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**BritA**

**BritA, AAS2, AAS3, AAS4: Literary Analysis and Linguistics**

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

Gohrisch, Jana

**Di wöchentl. 16:00 - 18:00 15.10.2019 - 01.02.2020 1502 - 703**

**Kommentar**

This seminar combines linguistics and literary studies to help advanced students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a socio-pragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will use a newly published textbook following its structure with chapters on the sounds of English and the rhythms of poetry and speech, on metaphor and metonymy, on syntax, morphology, semantics and pragmatics as well as on varieties of English and discourse analysis. We will discuss a wide range of literary and non-literary texts as well as visual and pop art material. To practise the terminology and further develop the interdisciplinary methodology we will rely on the numerous exercises the author suggests at the end of each chapter. Students will complete some of these exercises as their weekly assignments.

**Bemerkung**


**Literatur**

Required Reading and Purchase:


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**BritA, AAS2, AAS3, AAS5: The Colonial Rise of the Novel**

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

Pardey, Hannah

**Di wöchentl. 12:00 - 14:00 15.10.2019 - 01.02.2020 1502 - 703**

**Kommentar**

"Without empire," Edward Said claims in his influential study *Culture and Imperialism* (1993), "there is no European novel" (69). However, various distinguished explorations of eighteenth-century British fiction such as Ian Watt's *The Rise of the Novel* (1957) or Michael McKeon's *The Origins of the English Novel* (1987) gloss over the fact that the emergence of the middle classes and the realist novel rest on colonial expansion and the concomitant exploitation of foreign peoples and countries. Probing into the imperialist "structure of attitude and reference" (Said 63) of a variety of eighteenth- and nineteenth-century British travelogues and novels, this seminar is designed to investigate the racist underpinnings of a literary form that has proved most productive to this day. Starting with an introduction to postcolonial studies and theories of colonial discourse, we shall use Said's method of contrapuntal reading to examine excerpts of Aphra Behn's proto-novel *Oroonoko* (1688), Daniel Defoe's *Robinson Crusoe* (1719) and Matthew Lewis's travelogue *Journal of a West Indian Proprietor* (1812). In the latter half of the semester, we will focus on Jane Austen's *Mansfield Park* (1813) and Charlotte Brontë's *Jane Eyre* (1847). We shall not only explore these two British classics alongside non-fictional material such as Thomas Carlyle's "Occasional Discourse on the Nigger Question" (1853) but also watch two recent film adaptations to consider how they both reinforce and challenge imperialist perspectives and to discuss the continuity of racism in contemporary (British) society.
BritA, AAS2, AAS3: British Drama Across the Centuries

Seminar, SWS: 2, Max. Teilnehmer: 40
Neumann, Janna-Lena
Mo wöchentl. 12:00 - 14:00 14.10.2019 - 01.02.2020 1502 - 703
Kommentar How has British drama evolved from the 16th to the 21st century, and why? Building on the Survey lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade's *Home, I'm Darling* (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include George Farquhar, John Gay, Oscar Wilde, Samuel Beckett, Agatha Christie and Tom Stoppard.

Studying the selected plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the Introduction to Literary Studies (AmerBritF1) with a context-oriented reading in order to identify, understand and evaluate the development of literary conventions.


Literatur

Required Reading and Purchase

William Shakespeare: *Titus Andronicus* (1591), preferably the Arden Shakespeare edition
Laura Wade: *Home, I'm Darling* (2018)

All other text covered in this seminar will be provided on Stud.IP and in the reader.

Students are advised to read Shakespeare’s *Titus Andronicus* before the course begins.

Theoretische Ansätze und Methoden der Atlantic Studies

Seminar, SWS: 2
Bandau, Anja | Gohrisch, Jana
Mi wöchentl. 10:00 - 12:00 16.10.2019 - 01.02.2020 1502 - 703
Englisches Seminar

Bemerkung


Reader – Copyshop Stork (Körnerstraße) from 14 Oct 2019 and Stud.IP / Registration – Stud.IP 01.09.-30.09.2019 / Prerequisites – (für Studierende des Englischen Seminars) AmerBritF1, BritF2, BritF3

Further Information jana.gohrisch@engsem.uni-hannover.de

LingA1

LingA1/M8/M9: Linguistics and English Literature

Seminar, SWS: 2
Schulze, Rainer

Di wöchentl. 16:00 - 18:00 15.10.2019 - 01.02.2020 1502 - 609

Kommentar

This advanced seminar will explain and explore a broad range of concepts, including metaphor, metonymy, simile, and blending and will offer tools for analysing them. It will coherently ground the linguistic understanding of these concepts in basic cognitive mechanisms such as categorisation, frames, mental spaces, and viewpoint.

Figurative language is becoming an increasingly popular area of study, as it is relevant to the work of semanticists, pragmatists, discourse analysts, and also those working at the interface of language and literature, and in other disciplines such as philosophy and psychology. This seminar therefore intends to provide a summary, critique, and comparison of the most important theories on how figurative language is used and understood, drawing on research from linguistics, psychology, and other disciplines. In order to ground the discussion in actual language use, the seminar will use examples from discourse, including casual conversation, political speeches, literature, humour, religion, and science.

Bemerkung

Registration – Stud.IP FüBa + Lehramt 01.09.-16.09.2019; Master DEL 18.09.-30.09.2019 / Prerequisites – LingF1-LingF4 (FüBA), M1-M3 (DEL) / Further Information –rainer.schulze@engsem.de

Literatur

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


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

LingA1/M8/M9: Neo-Firthian Corpus Linguistics

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

Di wöchentl. 10:00 - 12:00 15.10.2019 - 01.02.2020 1502 - 709

Kommentar

In this seminar, we will explore the approach to corpus linguistics taken by a group of scholars sometimes referred to collectively as neo-Firthian. As this label suggests, these researchers work within the framework of an approach to language suggested by J. R. Firth. The most prominent proponent of the neo-Firthian approach has been John Sinclair. Sinclair was one of the first people to bring Firth’s ideas together with a corpus linguistic methodology; and Sinclair played a major role in enabling subsequent work along these lines. Many of the other key scholars in this tradition – including Michael Hoey, Susan Hunston, Bill Louw, Michael Stubbs, Wolfgang Teubert and Elena Tognini-
Bonelli – are, or have previously been, associated with the University of Birmingham, where Sinclair was Professor of Modern English Language from 1965 to 2000.

Central ideas in the approach to corpus linguistics favoured by neo-Firthians are ‘collocation’, ‘colligation’, ‘semantic preference/semantic association’ and ‘semantic prosody/discourse prosody’. We will examine these issues in some detail, both in theory and in practice. This will include discussions of how these are used both generally in linguistics and specifically in neo-Firthian corpus linguistics. Understanding the use of these terms is, to a large extent, key to understanding many of the positions taken by the neo-Firthians.

Bemerkung

Literatur
Recommended Reading:

Texts that we will discuss in class will be made available in a reader at the beginning of the seminar. Further secondary literature will be introduced in class.

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

Di wöchentl. 16:00 - 18:00 22.10.2019 - 01.02.2020 1502 - 116
Di wöchentl. 18:00 - 20:00 22.10.2019 - 01.02.2020 1502 - 103

Kommentar

Für Ling A1 oder LingA2 können im Seminar für den Bereich Englische Sprachwissenschaft NUR Studienleistungen in erworben werden.

Bemerkung
Teilnehmerzahl: 30

Literatur
Wird im Seminar bekanntgegeben.

LingA2
LingA2, M5, M9: Linguistic Diversity: The linguistic effects of mobility and migration (formerly Sociolinguistic Typology)

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

Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 609

Kommentar
This course will present Peter Trudgill’s theories of the impact of language diversity brought about by dialect and language contact as well as a selection of socio-historical case studies from England, the US and New Zealand, to which the theories will be applied. In addition, we will explore research on Multicultural London English, an emerging contact variety in the Greater London conurbation. This course requires a solid knowledge of phonetics and phonology!

Bemerkung

Literatur

WiSe 2019/20
**LingA2, M8, M9: Learner Corpus Research**

Seminar, SWS: 2, Max. Teilnehmer: 30  
Altendorf, Ulrike

Mi wöchentl. 08:00 - 10:00 16.10.2019 - 01.02.2020 1502 - 609  
Kommentar  
Learner Corpus Research (LCR) will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on digitized data in learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by work in teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.

Bemerkung  
Registration – Stud.IP FöBA + Lehramt 1.9.-16.9.2019; Master DEL 18.09.-30.09.2019 / Prerequisites – LingF1-LingF4 (if applicable) / Further Information – ulrike.altendorf@engsem.~

Literatur  
Required Reading: Texts will be available in class.

**LinguA3**

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

Di wöchentl. 16:00 - 18:00 22.10.2019 - 01.02.2020 1502 - 116  
Di wöchentl. 18:00 - 20:00 22.10.2019 - 01.02.2020 1502 - 103  
Kommentar  

Für Ling A1 oder LingA2 können im Seminar für den Bereich Englische Sprachwissenschaft NUR Studienleistungen in erworben werden.

Bemerkung  
Teilnehmerzahl: 30

Literatur  
Wird im Seminar bekanntgegeben.

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

**SP1**

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

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20  
Gans, Anne

Mo wöchentl. 10:00 - 12:00 21.10.2019 - 01.02.2020 1502 - 613  
Kommentar  
Which words are useful for reporting academic research? Why do *pear* and *bear* rhyme, but not *dear*? What do *subconscious* and *submarine* have in common? What is the difference between *extent* and *extend*? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students’ vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

Bemerkung  
Registration – StudIP 01.09.2019-18.10.2019 / Prerequisites – none / Assessment Tasks – SL: regular homework tasks, test / Further Information – anne.gans@engsem~
### SP1: Vocabulary and Pronunciation (Group 2)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20  
Gans, Anne

**Mo wöchentl.** 12:00 - 14:00 21.10.2019 - 01.02.2020  
1502 - 615

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

**Bemerkung**

*Registration* – StudIP 01.09.2019-18.10.2019 / Prerequisites – none / Assessment Tasks – SL: regular homework tasks, test / Further Information – anne.gans@engsem~

### SP1: Vocabulary and Pronunciation (Group 3)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20  
Gans, Anne | Wright, Linda Elsie

**Do wöchentl.** 10:00 - 12:00 24.10.2019 - 01.02.2020  
1502 - 709

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

**Bemerkung**

*Registration* – StudIP 01.09.2019-18.10.2019 / Prerequisites – none / Assessment Tasks – SL: regular homework tasks, test / Further Information – anne.gans@engsem~

### SP1: Vocabulary and Pronunciation (Group 4)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20  
Gans, Anne | Wright, Linda Elsie

**Do wöchentl.** 12:00 - 14:00 24.10.2019 - 01.02.2020  
1502 - 709

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

**Bemerkung**

*Registration* – StudIP 01.09.2019-18.10.2019 / Prerequisites – none / Assessment Tasks – SL: regular homework tasks, test / Further Information – anne.gans@engsem~

### SP1: Vocabulary and Pronunciation (Group 5)

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20  
Gans, Anne | Wright, Linda Elsie

**Do wöchentl.** 14:00 - 16:00 24.10.2019 - 01.02.2020  
1502 - 709

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

**Bemerkung**

Modul SP1
## SP1: Vocabulary and Pronunciation (Group 6)

**Seminar/Prachpraxis/Prachpraktische Übung, SWS: 2, Max. Teilnehmer: 20**  
Gans, Anne

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

**Bemerkung:**

## SP1: Vocabulary and Pronunciation (Group 7)

**Seminar/Prachpraxis/Prachpraktische Übung, SWS: 2, Max. Teilnehmer: 20**  
Gans, Anne

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

**Bemerkung:**

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## SP2

### Advanced Language Practice (SP3/SP4)

### SP3

#### SP3: Composition (Group 1)

**Seminar/Prachpraxis/Prachpraktische Übung, SWS: 2, Max. Teilnehmer: 20**  
Gans, Anne | Schneller, Jill

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

**Bemerkung:**

### SP3: Composition (Group 2)

**Seminar/Prachpraxis/Prachpraktische Übung, SWS: 2, Max. Teilnehmer: 20**  
Gans, Anne | Schneller, Jill

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


**SP3: Composition (Group 3)**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20
Gans, Anne | Wright, Linda Elsie

Mi wöchentl. 12:00 - 14:00 16.10.2019 - 01.02.2020 1502 - 613
Kommentar: This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will be discussed as necessary.


**SP3: Composition (Group 4)**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20
Gans, Anne | Wright, Linda Elsie

Mi wöchentl. 14:00 - 16:00 16.10.2019 - 01.02.2020 1502 - 613
Kommentar: This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will be discussed as necessary.


**SP4**

**SP3: Composition (Group 5)**

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20
Gans, Anne | Wright, Linda Elsie

Mi wöchentl. 10:00 - 12:00 16.10.2019 - 01.02.2020 1502 - 709
Kommentar: This course investigates organisational patterns used in various genres and discourse forms of expository writing (informative/explanatory writing). Some aspects of language and grammar will be discussed as necessary.

### DidF1: Introduction to Teaching English as a Foreign Language

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

**Blell, Gabriele**

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**Woltin, Alexander**

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

An optional tutorial will be offered.

Registration – StudIP 01.09.-16.09.2019 / Size restriction – 30 / Prerequisites – None / Further Information – alexander.woltin@engsem.uni-hannover.de

Bemerkung


Additional texts will be posted on StudIP.

Literatur


Additional texts will be posted on StudIP.

**DidF2**

**DidF2: Communicative Approaches to Teaching Years 5 and 6**

Seminar, SWS: 2, Max. Teilnehmer: 30

Blanckertz, Janka

Do wöchentl. 16:00 - 18:00 17.10.2019 - 01.02.2020 1502 - 615

Kommentar

Establishing a truly communicative, monolingual English classroom is the main objective in teaching young learners in the first years of secondary school. This course explores the essential didactic foundations and the practical methods suited to promote and develop authentic communication in the target language in years 5 and 6. To this end, we will consider the skills acquired by students in primary school, and, based on these, map out a learning curve designed to gradually develop young learners’ communicative competence in the foreign language. We will discuss the significance of learner-oriented, relevant and creative content, critically evaluate material provided in the textbooks of the educational publishers and develop our own alternatives. Based on lesson plans and videotaped lessons, you will learn about the key role of classroom phrases, scaffolding and extensive and varied exercises in the learning process in order to make use of this knowledge in your own planning. The focus of this class is on applying and practising your skills in role play simulations. To receive credit, you are expected to work in teams and plan, present and evaluate a lesson on a grammatical or communicative structure selected in accordance with the requirements of the KC I and the topics addressed in the year 5/6 textbooks. Finally, we will discuss different forms of assessment and design tests/exams.

Bemerkung

Registration – StudIP 01.09.-16.09.2019 / Size restriction – 30 / Prerequisites – DidF1/ Further Information – janka.blanckertz@engsem.uni-hannover.de

Literatur

See course page on StudIP.

**DidF2: Lost in mediation?!?!**

Seminar, SWS: 2, Max. Teilnehmer: 30

Woltin, Alexander

Mo wöchentl. 14:00 - 16:00 14.10.2019 - 27.01.2020 1502 - 615

Kommentar

Today’s interlingual and intercultural encounters require special skills such as mediation. Mediation has been implemented as a “fifth skill” in terms of a “new” competence by the core curricula on part of the Federal States and is thus not only an integral part of foreign language teaching but also an obligatory part of (final) examinations at the present day. However, mediation is a highly complex and rather challenging competence for the students to acquire and to perform as multimodal receptive and productive abilities are needed not only in the target, but also in one’s first language. Moreover, a profound command of the target language and intercultural competences are mandatory to meet the addressee and the given situation adequately. In this seminar we will define mediation, discuss its didactical potential, focus on how to teach the acquisition of integrative skills so that learners can become decent language and culture mediators not only for school settings but also and especially for their future within a globalized world.
**Englisch Seminar**

**Bemerkung**  
Prerequisites for certificate: reading assignments, regular attendance and active participation. Furthermore, material design, planning a lesson and simulating it – will be specified in our seminar.

*Registration* – StudIP 01.09.-16.09.2019 / *Size restriction* – 30 / *Prerequisites* – DidF1/  
*Further Information* – alexwoltin@engsem.uni-hannover.de

**Literatur**  

**DidF2: Teaching Grammar and Vocabulary (Blockseminar)**

| Seminar, SWS: 2, Max. Teilnehmer: 30 |  
| **DidF2** |  
|  
| von Bremen, Friederike |

|  
| Fr Einzel | 12:00 - 16:00 | 01.11.2019 - 01.11.2019 | 1502 - 615 |
| Fr Einzel | 12:00 - 16:00 | 06.12.2019 - 06.12.2019 | 1502 - 615 |
| Fr Einzel | 12:00 - 16:00 | 24.01.2020 - 24.01.2020 | 1502 - 615 |

**Kommentar**  
This blended-learning seminar will provide methodological knowledge about teaching grammar and vocabulary combined with exercises in lesson planning and lesson analysis. The seminar is a combination of three class sessions (topics: 1. Introduction and Teaching Vocabulary, 2. Teaching Grammar, 3. Lesson Planning and Analysis) and assigned online courses in ILIAS including guided analyses of videotaped English lessons. The online courses have to be worked through individually within set dates in-between the three class sessions.

**Bemerkung**  

**Literatur**  
See course page on StudIP.

**Advanced Methodology (DidA)**

**DidA**  
**DidA: Language Awareness Matters: Along the Way to a Language Sensitive School**

| Seminar, SWS: 2, Max. Teilnehmer: 15 |  
| **DidA** |  
|  
| Blell, Gabriele |

| Di wöchentl. | 12:00 - 14:00 | 15.10.2019 - 01.02.2020 | 1502 - 615 |

**Kommentar**  
The new Lower Saxony “Kerncurriculum” for the EFL classroom (discussion version of 2016) more than earlier versions puts a strong focus on teaching facets of language awareness (Sprachbewusstheit) and language learning competence (Sprachlernenkompetenz). Language awareness, on the one hand, can be understood as explicit knowledge about language(s), and conscious perception and sensitivity in language learning and use (e.g. recognize, name and analyze communication problems and find possible „repair strategies“; recognize, describe and evaluate language manipulation strategies (critical language awareness). On the other hand, language learning competence comprises the willingness and ability to analyze and critically reflect one’s own language learning and use. Learners should be able to make use of a repertoire of strategies (e.g. cognitive & metacognitive learning or social & emotional strategies). We will discuss selected topics and subsequently promote creative ways of dealing with them in a task based and learner- and activity based way. The course ends with a written exam.

**Bemerkung**  
Modul DidA  
*Registration* – StudIP 01.09. - 16.09.2019 / *Size restriction* – 15 / *Prerequisites* – None / *Further Information* – gabriele.blell@engsem.uni-hannover.de; gabriele.blell@engsem.uni-hannover.de
### DidA: Professional Thinking and Reflective Practice

**Seminar, SWS: 2, Max. Teilnehmer: 30**  
von Bremen, Friederike

**Do wöchentl.** 14:00 - 16:00 24.10.2019 - 01.02.2020 1502 - 615

**Kommentar**

The analysis of learning and teaching processes in the classroom is an essential part of teacher training as well as of professional competence. To improve their teaching skills, enforce professional and personal growth and stay healthy in their professional environment, teachers need a skill set to analyse, reflect on and appreciate teaching processes.

In this class we will discuss theories of cognitive behaviour in teaching processes, learn about topic-specific lesson design, work on concepts of classroom analysis and analyse videos of English classes, e.g. teaching vocabulary, teaching grammar, teaching literature, using conversation techniques, dealing with problems in the classroom etc.

To receive credit, full attendance and committed participation in the discussions during the seminar is required.

**Bemerkung**

*Registration* – Stud.IP 01.09. – 16.09.2019 / *Size Restriction* – 30 / *Prerequisites* – DidF / *Further Information* – friederike.von.bremen@engsem.uni-hannover.de

**Literatur**

See course page on StudIP.

### DidA: Teaching English with Film

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

**Do wöchentl.** 10:00 - 12:00 17.10.2019 - 31.10.2019 1502 - 615

**Kommentar**

This course is designed to help you to teach films which have become part of the Abitur in Lower Saxony as well. One of the objectives will be to critically analyze and understand the purpose for the use of basic film/video techniques and methods for teaching them to students. Furthermore, we will analyze a couple of film scenes, among them scenes from *L.A. Crash* by Paul Haggis, 2006 (*L.A.Crash* is part of the Abitur in 2020 and 2021). Finally, we will subsequently design and discuss task- and activity-oriented learning scenarios for the EFL classroom.

**Bemerkung**

*Registration* – Stud.IP 01.09. - 16.09.2019 / *Size restriction* – 30 / *Prerequisites* – DidF / *Further Information* – gabriele.bell@engsem.uni-hannover.de

**Literatur**

Required Reading: Blell, Gabriele, Grünwald Andreas, Kepser, Matthi & Surkamp, Carola (Hg.) *Film in den Fächern der sprachlichen Bildung*. Baltmannsweiler: Schneider Verlag Hohengehren 2016.

### DidA: Teaching Literature in the EFL Classroom

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

**Di wöchentl.** 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 615

**Kommentar**

(Short) stories, which rely so much on words, offer a major and constant source of language experience for learners on all school levels. Already 1982, Salmon Rushdie commented on the forthcoming success of postcolonial novels and short stories with the statement: "[T]he Empire writes back with a vengeance". During the course we will particularly focus on multicultural British short stories by Hanif Kureishi, Farrukh Dhondy, Jean Rhys or David Dabydeen and a couple of Mexican-American short stories by Benjamin Alire Sáenz. Among others, we will also read Amy Tan's *Two Kinds* and Julius Lester's *The Child*. (Abitur 2020 and 2021). The course will present different approaches to teaching these texts. Processes of reading and responding to them will be in the centre of discussion. We will discuss methods of analyzing short stories in the English language classroom and subsequently promote creative ways of dealing with short stories in a learner- and activity based way. The course will end with a written exam (PL).
Englisches Seminar

Bemerkung

Registration – StudIP 01.09. - 16.09.2019 / Size restriction – 30 / Prerequisites – DidF / Further Information – gabriele.blidl@engsem.uni-hannover.de

Literatur

See course page on StudIP.

DidFP: Fachpraktikum (1)

Fachpraktikum, SWS: 2
Woltin, Alexander

Do wöchentl. 12:00 - 14:00 17.10.2019 - 01.02.2020 1502 - 615

Kommentar


Die entsprechenden Termine für die Veranstaltungen während des Fachpraktikums werden über StudIP bekannt gegeben.

Voraussetzung für das Fachpraktikum ist der Besuch der Veranstaltung „Planung & Analyse von EU“.

Bemerkung

Registration – StudIP 01.09.-16.09.2019 / Size restriction – / Prerequisites – DidF, DidPA / Further Information – alexander.woltin@engsem.~

Literatur

Literatur (exemplarisch):

DidFP: Fachpraktikum (2)

Fachpraktikum, SWS: 2
Woltin, Alexander

Fr wöchentl. 10:00 - 12:00 18.10.2019 - 01.02.2020 1502 - 615

Kommentar

Das universitär begleitete Fachpraktikum ist ein wesentliches Element Ihrer ersten reflektierenden Praxiserfahrung hin zu einer sich anbahnden professionellen Unterrichtskompetenz in der outputorientierten Vermittlung der kommunikativen
Englisches Seminar


Die Plätze für das universität begleitete Fachpraktikum werden auf der Grundlage Ihrer Anmeldung in StudIP, eines eingereichten Motivationsschreibens und den uns zur Verfügung stehenden Fachpraktikumsplätzen (momentan IGS Hannover-Mühlenberg, KGS Rönningen und KGS Sehnde) vergeben.

Die entsprechenden Termine für die Veranstaltungen während des Fachpraktikums werden über StudIP bekannt gegeben.

Voraussetzung für das Fachpraktikum ist der Besuch der Veranstaltung „Planung & Analyse von EU“. 

Bemerkung

Registration – StudIP 01.09.-16.09.2019 / Size restriction – / Prerequisites – DidF, DidPA / Further Information – alexander.woltin@engsem.

Literatur

Literatur (exemplarisch):

DidPA
DidFP: Fachpraktikum (1)

Fachpraktikum, SWS: 2
Woltin, Alexander

Do wöchentl. 12:00 - 14:00 17.10.2019 - 01.02.2020 1502 - 615

Kommentar

Ein Konzept der Fachpraktikumsnachbereitungsveranstaltung. In dieser Sitzung sollen Ihr Fachpraktikum gemeinsam kritisch evaluiert und offene schulpraktische oder formelle Fragen geklärt werden.

Die entsprechenden Termine für die Veranstaltungen während des Fachpraktikums werden über StudIP bekannt gegeben.

Voraussetzung für das Fachpraktikum ist der Besuch der Veranstaltung „Planung & Analyse von EU“.

**Bemerkung**

*Registration – StudIP 01.09.-16.09.2019 / Size restriction – / Prerequisites – DidF, DidPA / Further Information – alexander.woltin@engsem.~*

**Literatur**


**DidFP: Fachpraktikum (2)**

*Fachpraktikum, SWS: 2  Woltin, Alexander  
Fr wöchentl. 10:00 - 12:00 18.10.2019 - 01.02.2020 1502 - 615  

Die entsprechenden Termine für die Veranstaltungen während des Fachpraktikums werden über StudIP bekannt gegeben.
Voraussetzung für das Fachpraktikum ist der Besuch der Veranstaltung „Planung & Analyse von EU“.

**Bemerkung**
Registration – StudIP 01.09.-16.09.2019 / Size restriction – / Prerequisites – DidF, DidPA / Further Information – alexander.woltin@engsem.

**Literatur**

**DidPA: Planung & Analyse von Englischunterricht**

Seminar, SWS: 2, Max. Teilnehmer: 25
Lemke, Andreas

Mi wöchentl. 14:00 - 16:00 16.10.2019 - 01.02.2020 1502 - 615

**Kommentar**

**Bemerkung**

**Literatur**

**DidPA: Planung & Analyse von Englischunterricht**

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

Mo wöchentl. 16:00 - 18:00 14.10.2019 - 01.02.2020 1502 - 615

**Kommentar**

**Bemerkung**
Registration – StudIP 01.09.-16.09.2019 / Size restriction – 25 / Prerequisites – DidF / Further Information – alexander.woltin@engsem.

**Literatur**

**DidPA: Planung & Analyse von Englischunterricht**

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

Mi wöchentl. 10:00 - 12:00 16.10.2019 - 01.02.2020 1502 - 615

**Kommentar**
Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler
Englisches Seminar


Bemerkung


Literatur


Masterstudiengang Advanced Anglophone Studies

Theory and Method (AAS1)

AmerA/AAS1/AAS2/AAS3: Defining "American:" Literature and Theories of the Antebellum Period

Seminar, SWS: 2, Max. Teilnehmer: 40
Fagan, Abigail

Mi wöchentl. 12:00 - 14:00 16.10.2019 - 01.02.2020 1502 - 609

Kommentar

Between the American Revolution of 1776 and the beginning of the Civil War in 1861, many American authors and politicians used their written texts to consider what it meant to be an American. They asked: what made a person capable of participating in democratic governance? We will consider the complexities of this question in a period of new nation-making by reading pamphlets and other political texts, such as Thomas Paine’s Common Sense and David Walker’s Appeal; short stories and poetry; as well as more recent theoretical texts on the significance of the New World for the formation of individual and national identities, including work by Jodi Byrd, Judith Butler, and Sylvia Wynter.

Bemerkung


Literatur

All course texts will be made available on Stud.IP.

AmerA/AAS1/AAS4: The History/Theory/Materiality of the Book in the United States

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

Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 613

Kommentar

In this class, we will study the book in the United States as a medium and cultural form, its history, politics, and materiality. Instead of zooming in on individual stories and arguments that are conveyed in and through books, we will focus on what Michael Warner calls “the cultural meaning of their printedness” in order to uncover the function of printed media in the United States. We will adopt a critical vocabulary of book design and ‘material texts’ (what are imprints, endpapers, or catchwords?) and uncover the ways in which the form and ‘packaging’ of texts shapes experiences of reading and meaning-making. We will study the history of print culture and publishing with a focus on the 18th and 19th centuries and the formative period around 1800 to enrich our understanding of how print helped to form the nation and shaped the self-conception of its inhabitants as a people, but we will also question such and similar theories. Please be prepared to read theory when signing up for this class.

Bemerkung


Literatur

All course texts will be made available on Stud.IP.

AmerA/AAS1: Literary Value

WiSe 2019/20
What constitutes literary value? This question is difficult to tackle with the toolbox of contemporary literary theory. Categories of evaluation such as the ‘canon,’ the ‘great author,’ or the ‘masterpiece’ are no longer considered up-to-date. But on the other hand, all of us intuitively refer to value judgments with regard to literature. There is bad writing and good writing, there are guilty pleasures (usually considered ‘bad,’ but oh so nice), stuff we have to read for class (usually considered ‘good,’ but oh so boring), and all the many texts that we are supposed to know (definitely considered ‘good,’ but we will probably never get around to them anyway). In this course, we will look at how categories of literary value have been established and are maintained today. We will reflect on concepts such as popular writing and entertainment literature, and focus, not only in this context, on the role of gender in value formation (the ‘important book,’ it seems, still happens to be written way more often by a man than by a woman). We will take into consideration the role of educational institutions (such as the university) and publishing houses in this context, we will discuss the media, and we will have a close look at the workings of literary prize committees (Nobel, Booker, Pulitzer, Kleist). Most importantly, however, we will be concerned with our own role and work as readers.

Bemerkung


Literatur

All course texts will be made available on Stud.IP.

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**Theoretische Ansätze und Methoden der Atlantic Studies**

Seminar, SWS: 2
Bandau, Anja | Gohrisch, Jana

Mi wöchentl. 10:00 - 12:00 16.10.2019 - 01.02.2020 1502 - 703

Kommentar


Bemerkung

Grundlage der Seminararbeit ist ein Reader mit ausgewählten Texten, der zu Veranstaltungsbeginn zur Verfügung gestellt wird. Das Seminar findet im Team-Teaching mit Prof. Dr. Anja Bandau (Romanisches Seminar) in deutscher Sprache statt.

Reader – Copyshop Stork (Körnerstraße) from 14 Oct 2019 and Stud.IP / Registration – Stud.IP 01.09.-30.09.19 / Prerequisites – (für Studierende des Englischen Seminars) AmerBritF1, BritF2, BritF3

Further Information jana.gohrisch@engsem.uni-hannover.de
Epochs and Phenomena in Anglophone Literatures and Cultures (AAS2)
AmerA/AAS1/AAS2/AAS3: Defining "American:" Literature and Theories of the Antebellum Period

Seminar, SWS: 2, Max. Teilnehmer: 40
Fagan, Abigail

Mi wöchentl. 12:00 - 14:00 16.10.2019 - 01.02.2020 1502 - 609
Kommentar Between the American Revolution of 1776 and the beginning of the Civil War in 1861, many American authors and politicians used their written texts to consider what it meant to be an American. They asked: what made a person capable of participating in democratic governance? We will consider the complexities of this question in a period of new nation-making by reading pamphlets and other political texts, such as Thomas Paine's *Common Sense* and David Walker's *Appeal*; short stories and poetry; as well as more recent theoretical texts on the significance of the New World for the formation of individual and national identities, including work by Jodi Byrd, Judith Butler, and Sylvia Wynter.


Literatur All course texts will be made available on Stud.IP

AmerA/AAS2/AAS3: Contemporary Life Writing

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

Mo wöchentl. 10:00 - 12:00 14.10.2019 - 01.02.2020 1502 - 609
Kommentar Life writing as a genre of literary expression has gained great prominence in the last decades. It goes beyond (auto)biography and memoirs, comprising all sorts of narratives that are often concerned with crucial biographical experiences (illness, loss, sexual identification), with the impact of monumental historical events (war, terrorism, genocide), with the operation of personal and social memory, and, of course, the age-old question of truth and invention. Life writing may be fictional or factual, but it is always concerned with the conjunction of the social or political and the personal, reflecting on the ways in which individuals try to make sense of what happened or happens to them. In this course, we will be concerned with texts that situate themselves at the threshold between fiction and autobiography, and we will discuss why writers feel the need to resort to fiction in order to write about very personal experiences. We will read Siri Hustvedt's *Memories of the Future* (2019), Miriam Toews' *All My Puny Sorrows* (2014) and at least one other book-length piece of life-writing (to be announced on StudIP as the semester approaches). Trigger warning: Please note that we will discuss a series of difficult topics in this class (suicide, illness, rape). If you are in doubt whether this class is for you, contact the instructor beforehand.


Literatur Please purchase Siri Hustvedt's *Memories of the Future* (2019) and Miriam Toews' *All My Puny Sorrows* (2014). Further reading will be announced on Stud.IP.

BritA, AAS2, AAS3, AAS4: Literary Analysis and Linguistics

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

Di wöchentl. 16:00 - 18:00 15.10.2019 - 01.02.2020 1502 - 703
Kommentar This seminar combines linguistics and literary studies to help advanced students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a socio-pragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will use a newly published textbook following its structure with chapters on the sounds of English and the rhythms...
Englisches Seminar

of poetry and speech, on metaphor and metonymy, on syntax, morphology, semantics and pragmatics as well as on varieties of English and discourse analysis. We will discuss a wide range of literary and non-literary texts as well as visual and pop art material. To practise the terminology and further develop the interdisciplinary methodology we will rely on the numerous exercises the author suggests at the end of each chapter. Students will complete some of these exercises as their weekly assignments.

Registration – Stud.IP 01.09.2019-16.09.2019, for AAS students:
18.09.2019-30.09.2019 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information – jana.gohrisch@engsem.~

Literatur
Required Reading and Purchase:

BritA, AAS2, AAS3, AAS5: The Colonial Rise of the Novel

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

Di wöchentl. 12:00 - 14:00 15.10.2019 - 01.02.2020 1502 - 703
Kommentar "Without empire," Edward Said claims in his influential study Culture and Imperialism (1993), "there is no European novel" (69). However, various distinguished explorations of eighteenth-century British fiction such as Ian Watt's The Rise of the Novel (1957) or Michael McKeon's The Origins of the English Novel (1987) gloss over the fact that the emergence of the middle classes and the realist novel rest on colonial expansion and the concomitant exploitation of foreign peoples and countries. Probing into the imperialist "structure of attitude and reference" (Said 63) of a variety of eighteenth- and nineteenth-century British travelogues and novels, this seminar is designed to investigate the racist underpinnings of a literary form that has proved most productive to this day. Starting with an introduction to postcolonial studies and theories of colonial discourse, we shall use Said's method of contrapuntal reading to examine excerpts of Aphra Behn's proto-novel Oroonoko (1688), Daniel Defoe's Robinson Crusoe (1719) and Matthew Lewis's travelogue Journal of a West Indian Proprietor (1812). In the latter half of the semester, we will focus on Jane Austen's Mansfield Park (1813) and Charlotte Brontë's Jane Eyre (1847). We shall not only explore these two British classics alongside non-fictional material such as Thomas Carlyle's "Occasional Discourse on the Nigger Question" (1853) but also watch two recent film adaptations to consider how they both reinforce and challenge imperialist perspectives and to discuss the continuity of racism in contemporary (British) society.

Bemerkung Registration – Stud.IP 01.09.2019-16.09.2019, for AAS students:
18.09.2019-30.09.2019 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information – hannah.pardey@engsem.~

Literatur
Required Reading and Purchase
Please get hold of Jane Austen's Mansfield Park and Charlotte Brontë's Jane Eyre in a well-annotated edition and read at least Mansfield Park prior to class. All other primary and secondary material will be provided in a reader available from Copyshop Stork and on Stud.IP at the beginning of the term.

BritA, AAS2, AAS3: British Drama Across the Centuries

Seminar, SWS: 2, Max. Teilnehmer: 40
Neumann, Janna-Lena

Mo wöchentl. 12:00 - 14:00 14.10.2019 - 01.02.2020 1502 - 703
Kommentar How has British drama evolved from the 16th to the 21st century, and why? Building on the Survey lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade's Home, I'm Darling (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights

WiSe 2019/20
will include George Farquhar, John Gay, Oscar Wilde, Samuel Beckett, Agatha Christie and Tom Stoppard.

Studying the selected plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the Introduction to Literary Studies (AmerBritF1) with a context-oriented reading in order to identify, understand and evaluate the development of literary conventions.


Literatur Required Reading and Purchase
William Shakespeare: Titus Andronicus (1591), preferably the Arden Shakespeare edition
Laura Wade: Home, I'm Darling (2018)
All other text covered in this seminar will be provided on Stud.IP and in the reader.
Students are advised to read Shakespeare's Titus Andronicus before the course begins.

Concepts of Race, Class, and Gender (AAS3)
Amer/AAS1/AAS2/AAS3: Defining "American:" Literature and Theories of the Antebellum Period

Seminar, SWS: 2, Max. Teilnehmer: 40
Fagan, Abigail

Mi wöchentl. 12:00 - 14:00 16.10.2019 - 01.02.2020 1502 - 609
Kommentar Between the American Revolution of 1776 and the beginning of the Civil War in 1861, many American authors and politicians used their written texts to consider what it meant to be an American. They asked: what made a person capable of participating in democratic governance? We will consider the complexities of this question in a period of new nation-making by reading pamphlets and other political texts, such as Thomas Paine’s Common Sense and David Walker’s Appeal; short stories and poetry; as well as more recent theoretical texts on the significance of the New World for the formation of individual and national identities, including work by Jodi Byrd, Judith Butler, and Sylvia Wynter.


Literatur All course texts will be made available on Stud.IP

Amer/AAS2/AAS3: Contemporary Life Writing

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

Mo wöchentl. 10:00 - 12:00 14.10.2019 - 01.02.2020 1502 - 609
Kommentar Life writing as a genre of literary expression has gained great prominence in the last decades. It goes beyond (auto)biography and memoirs, comprising all sorts of narratives that are often concerned with crucial biographical experiences (illness, loss, sexual identification), with the impact of monumental historical events (war, terrorism, genocide), with the operation of personal and social memory, and, of course, the age-old question of truth and invention. Life writing may be fictional or factual, but it is always concerned with the conjunction of the social or political and the personal, reflecting on the ways in which individuals try to make sense of what happened or happens to them. In this course, we will be concerned with texts that situate themselves at the threshold between fiction and autobiography, and we will discuss why writers feel the need to resort to fiction in order to write about very personal experiences. We will read Siri Hustvedt’s Memories of the Future (2019), Miriam Toews’ All My Puny Sorrows (2014) and at least one other book-
length piece of life-writing (to be announced on StudIP as the semester approaches). Trigger warning: Please note that we will discuss a series of difficult topics in this class (suicide, illness, rape). If you are in doubt whether this class is for you, contact the instructor beforehand.

Bemerkung

Literatur
Please purchase Siri Hustvedt's Memories of the Future (2019) and Miriam Toews' All My Puny Sorrows (2014). Further reading will be announced on Stud.IP.

BritA, AAS2, AAS3, AAS4: Literary Analysis and Linguistics

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

Di wöchentl. 16:00 - 18:00 15.10.2019 - 01.02.2020 1502 - 703
Kommentar
This seminar combines linguistics and literary studies to help advanced students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a socio-pragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will use a newly published textbook following its structure with chapters on the sounds of English and the rhythms of poetry and speech, on metaphor and metonymy, on syntax, morphology, semantics and pragmatics as well as on varieties of English and discourse analysis. We will discuss a wide range of literary and non-literary texts as well as visual and pop art material. To practise the terminology and further develop the interdisciplinary methodology we will rely on the numerous exercises the author suggests at the end of each chapter. Students will complete some of these exercises as their weekly assignments.

Bemerkung

Literatur
Required Reading and Purchase:

BritA, AAS2, AAS3, AAS5: The Colonial Rise of the Novel

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

Di wöchentl. 12:00 - 14:00 15.10.2019 - 01.02.2020 1502 - 703
Kommentar
"Without empire," Edward Said claims in his influential study Culture and Imperialism (1993), "there is no European novel" (69). However, various distinguished explorations of eighteenth-century British fiction such as Ian Watt's The Rise of the Novel (1957) or Michael McKeon's The Origins of the English Novel (1987) gloss over the fact that the emergence of the middle classes and the realist novel rest on colonial expansion and the concomitant exploitation of foreign peoples and countries. Probing into the imperialist "structure of attitude and reference" (Said 63) of a variety of eighteenth- and nineteenth-century British travelogues and novels, this seminar is designed to investigate the racist underpinnings of a literary form that has proved most productive to this day. Starting with an introduction to postcolonial studies and theories of colonial discourse, we shall use Said's method of contrapuntal reading to examine excerpts of Aphra Behn's proto-novel Oroonoko (1688), Daniel Defoe's Robinson Crusoe (1719) and Matthew Lewis's travelogue Journal of a West Indian Proprietor (1812). In the latter half of the semester, we will focus on Jane Austen's Mansfield Park (1813) and Charlotte Brontë's Jane Eyre (1847). We shall not only explore these two British classics alongside non-fictional material such as Thomas Carlyle's "Occasional Discourse on the Nigger Question" (1853) but also watch two recent film adaptations to consider how they both reinforce and challenge imperialist perspectives and to discuss the continuity of racism in contemporary (British) society.
**BritA, AAS2, AAS3: British Drama Across the Centuries**

**Seminar, SWS: 2, Max. Teilnehmer: 40**
Neumann, Janna-Lena

**Mo wöchentl. 12:00 - 14:00 14.10.2019 - 01.02.2020 1502 - 703**

**Kommentar**

How has British drama evolved from the 16th to the 21st century, and why? Building on the Survey lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade's *Home, I'm Darling* (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include George Farquhar, John Gay, Oscar Wilde, Samuel Beckett, Agatha Christie and Tom Stoppard.

Studying the selected plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the Introduction to Literary Studies (AmerBritF1) with a context-oriented reading in order to identify, understand and evaluate the development of literary conventions.

**Bemerkung**


**Literatur**

*Required Reading and Purchase*

William Shakespeare: *Titus Andronicus* (1591), preferably the Arden Shakespeare edition

Laura Wade: *Home, I'm Darling* (2018)

All other text covered in this seminar will be provided on Stud.IP and in the reader.

Students are advised to read Shakespeare's *Titus Andronicus* before the course begins.

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**Media, Cultural Communication and Popular Culture (AAS4)**

**AmerA/AAS1/AAS4: The History/Theory/Materiality of the Book in the United States**

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

**Di wöchentl. 14:00 - 16:00 15.10.2019 - 01.02.2020 1502 - 613**

**Kommentar**

In this class, we will study the book in the United States as a medium and cultural form, its history, politics, and materiality. Instead of zooming in on individual stories and arguments that are conveyed in and through books, we will focus on what Michael Warner calls “the cultural meaning of their printedness” in order to uncover the function of printed media in the United States. We will adopt a critical vocabulary of book design and ‘material texts’ (what are imprints, endpapers, or catchwords?) and uncover the ways in which the form and ‘packaging’ of texts shapes experiences of reading and meaning-making. We will study the history of print culture and publishing with a focus on the 18th and 19th centuries and the formative period around 1800 to enrich our understanding of how print helped to form the nation and shaped the self-conception of its inhabitants as
a people, but we will also question such and similar theories. Please be prepared to read theory when signing up for this class.

**Bemerkung**


**Literatur**

All course texts will be made available on Stud.IP.

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**AmerA/AAS4: Blockbuster Cinema between Narrative, Spectacle, and Media Event, 1975-2019**

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

Brinker, Felix

Do wöchentl. 12:00 - 14:00 17.10.2019 - 01.02.2020 1502 - 703

**Kommentar**

This class offers an overview of the history of post-classical Hollywood blockbuster cinema and introduces participants to relevant approaches to the study of this type of film. Tracking the evolution of the blockbuster format from its origins in the ‘New Hollywood’ of the 1970s to the digital era, the seminar uses representative case studies —which will range from 1975’s Jaws (Dir. Steven Spielberg) to recent superhero blockbusters like Avengers: Infinity War (2018, Dir. Anthony and Joe Russo)— as a springboard to engage with the mechanics of film narrative, the appeals of attractions like special effects and action scenes, and issues like film marketing, cinematic serialization, transmedia storytelling, and media franchising. In doing so, the seminar attempts to come to terms with the defining aspects that set American blockbuster movies apart from other types of film: their status as big-budget, larger-than-life cinematic spectacles that combine state-of-the-art filmmaking technology with highly effective narrative formulae and widely promoted media events. **Please note:** While a significant part of the seminar will focus on a discussion of feature films, participants will have to engage with difficult film-theoretical matters as well. Participants are furthermore expected to attend the film screenings that will accompany the seminar or view the respective movies during their free time.

**Bemerkung**


**Literatur**

All course texts will be made available on Stud.IP

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**BritA, AAS2, AAS3, AAS4: Literary Analysis and Linguistics**

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

Gohrisch, Jana

Di wöchentl. 16:00 - 18:00 15.10.2019 - 01.02.2020 1502 - 703

**Kommentar**

This seminar combines linguistics and literary studies to help advanced students refine their skills in both fields. Whereas the linguistic side will stress the recent paradigm shift towards a socio-pragmatic and cognitive model of language, the literary side will apply these models and their concepts to literary texts. We will use a newly published textbook following its structure with chapters on the sounds of English and the rhythms of poetry and speech, on metaphor and metonymy, on syntax, morphology, semantics and pragmatics as well as on varieties of English and discourse analysis. We will discuss a wide range of literary and non-literary texts as well as visual and pop art material. To practise the terminology and further develop the interdisciplinary methodology we will rely on the numerous exercises the author suggests at the end of each chapter. Students will complete some of these exercises as their weekly assignments.

**Bemerkung**


**Literatur**

Required Reading and Purchase:

"Without empire," Edward Said claims in his influential study *Culture and Imperialism* (1993), "there is no European novel" (69). However, various distinguished explorations of eighteenth-century British fiction such as Ian Watt's *The Rise of the Novel* (1957) or Michael McKeon's *The Origins of the English Novel* (1987) gloss over the fact that the emergence of the middle classes and the realist novel rest on colonial expansion and the concomitant exploitation of foreign peoples and countries. Probing into the imperialist "structure of attitude and reference" (Said 63) of a variety of eighteenth- and nineteenth-century British travelogues and novels, this seminar is designed to investigate the racist underpinnings of a literary form that has proved most productive to this day. Starting with an introduction to postcolonial studies and theories of colonial discourse, we shall use Said's method of contrapuntal reading to examine excerpts of Aphra Behn's proto-novel *Oroonoko* (1688), Daniel Defoe's *Robinson Crusoe* (1719) and Matthew Lewis's travelogue *Journal of a West Indian Proprietor* (1812). In the latter half of the semester, we will focus on Jane Austen's *Mansfield Park* (1813) and Charlotte Brontë's *Jane Eyre* (1847). We shall not only explore these two British classics alongside non-fictional material such as Thomas Carlyle's "Occasional Discourse on the Nigger Question" (1853) but also watch two recent film adaptations to consider how they both reinforce and challenge imperialist perspectives and to discuss the continuity of racism in contemporary (British) society.

**Bemerkung**
Registration – Stud.IP 01.09.2019-16.09.2019, for AAS students:
18.09.2019-30.09.2019 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information – hannah.pardey@engsem.

**Literatur**
Required Reading and Purchase
Please get hold of Jane Austen's *Mansfield Park* and Charlotte Brontë's *Jane Eyre* in a well-annotated edition and read at least *Mansfield Park* prior to class. All other primary and secondary material will be provided in a reader available from Copyshop Stork and on Stud.IP at the beginning of the term.

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### Theoretische Ansätze und Methoden der Atlantic Studies

**Seminar, SWS: 2**
Bandau, Anja | Gohrisch, Jana

**Kommentar**
Englisches Seminar

**Bemerkung**
Grundlage der Seminararbeit ist ein Reader mit ausgewählten Texten, der zu Veranstaltungsbeginn zur Verfügung gestellt wird. Das Seminar findet im Team-Teaching mit Prof. Dr. Anja Bandau (Romanisches Seminar) in deutscher Sprache statt.


*Further Information* jana.gohrisch@engsem.uni-hannover.de

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**Independent Studies (AAS6)**

**AAS6: Organising Film Screenings**

Seminar, SWS: 2, Max. Teilnehmer: 20  
Pardey, Hannah

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**Bemerkung zur Gruppe Raum 608**

**Kommentar**
This project-based seminar encourages AAS students to acquire and practise organisation and presentation skills in an academic context. Participants will both plan and realise the screening of two film adaptations: Jane Austen’s *Mansfield Park* (dir. Iain B. MacDonald, 2007) and Charlotte Brontë’s *Jane Eyre* (dir. Cary Fukunaga, 2011). The screenings shall take place towards the end of the semester and will be open to the staff and students of LUH's English Department. Following the definition of criteria for successful presentations and moderations, we shall establish the analytical framework for investigating the two adaptations by exploring both the heritage film genre and theories of colonial discourse. In accordance with the seminar’s emphasis on self-study, students will work in small groups to be able to provide an introduction to the films, familiarise the audience with their contexts, offer thesis statements and/or research questions on the adaptations as well as initiate and moderate the subsequent discussions on the actual film evenings.

**Bemerkung**
*Registration* – Stud.IP 01.09.2019-14.10.2019 / *Prerequisites* – none / *Further Information* hannah.pardey@engsem.de

**Literatur**
*Secondary Reading*
Secondary material will be provided in a reader available from Copyshop Stork and on Stud.IP at the beginning of the term.

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**AAS6: The American Photobook: An Exploration through Theory and Practice**

Seminar, SWS: 2, Max. Teilnehmer: 20  
Potgieter, Koen

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**Kommentar**
The seminar will develop both theoretical and practical knowledge of art photography. We will focus on building an understanding of American photography in the second half of the twentieth century. For this, we will take an in-depth look at the work of photographers like Robert Frank, Diane Arbus, Jim Goldberg, and Sally Mann. Our goal is to explore the visual strategies of their work, and for this reason we will try to better understand their artistic practice. This will mean we will familiarize ourselves with photographic techniques, and will take photographs ourselves, so as to delve into the artistic process. The class will work towards a final photographic project in which the students try to communicate in the
consistent photographic language of the photography book. Concepts like sequence and composition will be employed towards this end.

**Bemerkung**

*Registration* – Stud.IP 18.09. - 30.09.2019 / *Prerequisites* – none / *Further Information* – koenpotgieter@hotmail.com

### Professional Skills (AAS8)

#### AAS8/M4: English for Academic Purposes I (Blockkurs)

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

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**Kommentar**  
This is the second part of the course designed for students of MAAS, especially international students, who wish to revise and work on their composition, presentation skills and academic English skills for assessment for other courses.

**Bemerkung**

*Registration* – Stud.IP 18.09.-30.09. / *Prerequisites* – none / *Size restriction* – 25 / *Further Information* – linda.wright@engsem~

#### AAS8/M4: English for Academic Purposes II (Blockkurs)

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

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**Kommentar**  
This course is designed for students of MAAS and DEL, especially international students, who wish to revise and work on their vocabulary, grammar, composition, and argumentation. A wide range of language skills and topics will be covered.

**Bemerkung**


### AAS8: Possible Professional Futures

*Seminar, Max. Teilnehmer: 35*  
Mayer, Ruth

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**Kommentar**  
In this class we will be concerned with the career paths that students of Anglophone Studies can take. Alumni of our program or similar programs elsewhere who now work in fields of interest (publishing, consulting, advertising, administration, journalism) will give presentations about their work, their jobs and how they got there. The presentations will lead to discussions moderated and organized by the participants of the class.

**Bemerkung**


### Lese-Kolloquium Kulturveranstaltungen

*Seminar, SWS: 2*  
Meyer-Kovac, Jens| Vogel, Matthias
**Englisches Seminar**

**Kommentar**

**Bemerkung**
Teilnehmerzahl: 25

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**Praxisseminar Kulturveranstaltungen**

**Seminar, SWS: 2**
Germerott, Insa | Meyer-Kovac, Jens

**Kommentar**

**Bemerkung**
Teilnehmerzahl: 25

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**Electives (AAS9)**

**Lese-Kolloquium Kulturveranstaltungen**

**Seminar, SWS: 2**
Meyer-Kovac, Jens | Vogel, Matthias

**Kommentar**

**Bemerkung**
Teilnehmerzahl: 25
**Praxisseminar Kulturveranstaltungen**

Seminar, SWS: 2  
Germerott, Insa | Meyer-Kovac, Jens

Mi wöchentl. 12:00 - 14:00 23.10.2019 - 31.01.2020 1502 - 415

**Kommentar**  

**Bemerkung**  
Teilnehmerzahl: 25

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**Research and Internship (AAS10)**

**MA-Thesis**

CO, AAS7, Atlantic Studies Masterarbeit: Colloquium British and Postcolonial Studies

Kolloquium, SWS: 2  
Gohrisch, Jana

Di wöchentl. 18:00 - 20:00 15.10.2019 - 01.02.2020 1502 - 709

**Kommentar**  
The colloquium (taught in English and German) caters to students who are completing their bachelor’s or master’s programme with a substantial piece of written work in British or Postcolonial Studies. To support this process, we will discuss scholarly questions such as how to find a topic and how to develop a corpus, how to formulate a research question and a thesis statement, how to structure the final thesis as well as how to do academic research using both digital tools and printed sources. The practical issues cover the search for a supervisor, feasible communication strategies and setting up a workable timetable.

Students will present their individual projects to practise their scholarly discussion skills and profit from the comments of their fellow students. AAS and Atlantic Studies students will study the requirements for the oral exam (defence of the master’s thesis) and may, if they so desire, stage a mock exam to be evaluated by their peers.

Please study the guidelines of the British and Postcolonial Studies sub-department on https://www.engsem.uni-hannover.de/13081.html and on Stud.IP prior to class! Other material will be made available on Stud.IP.

**Bemerkung**  
Stud.IP / Registration – Stud.IP 01.09.-14.10.2019 / Prerequisites – almost completed bachelor’s or master’s programme / Further Information –jana.gohrisch@engsem.~

**Literatur**  

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**Doktorandenkolloquium**

Kolloquium, SWS: 2

WiSe 2019/20
Englisches Seminar

Rohloff, Heide

Fr dreiwöch. 15:30 - 17:30
Kommentar Das Kolloquium soll den Doktorandinnen und Doktoranden die Gelegenheit bieten, über den Stand ihres Forschungsprojekts zu berichten, etwaige Anpassungen ihres Konzepts vorzustellen und inhaltliche und methodologische Probleme zur Sprache zu bringen.
Bemerkung Diese Veranstaltung findet terminlich nach Absprache im Dienstzimmer [1502.737] statt!

Masterstudiengang Deutsche und Englische Linguistik /German and English Linguistics (ehemals Funktionale und Angewandte Linguistik / Functional and Applied Linguistics)

Das Angebot für den Masterstudiengang "Deutsche und Englische Linguistik / German and English Linguistics" finden Sie im Vorlesungsverzeichnis der Philosophischen Fakultät unter "Interdisziplinäre Masterstudiengänge". CO, AAS7, Atlantic Studies Masterarbeit: Colloquium British and Postcolonial Studies

Kolloquium, SWS: 2
Gohrisch, Jana

Di wöchentl. 18:00 - 20:00 15.10.2019 - 01.02.2020 1502 - 709
Kommentar The colloquium (taught in English and German) caters to students who are completing their bachelor’s or master’s programme with a substantial piece of written work in British or Postcolonial Studies. To support this process, we will discuss scholarly questions such as how to find a topic and how to develop a corpus, how to formulate a research question and a thesis statement, how to structure the final thesis as well as how to do academic research using both digital tools and printed sources. The practical issues cover the search for a supervisor, feasible communication strategies and setting up a workable timetable.

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Please study the guidelines of the British and Postcolonial Studies sub-department on https://www.engsem.uni-hannover.de/13081.html and on Stud.IP prior to class! Other material will be made available on Stud.IP.

Bemerkung Stud.IP / Registration – Stud.IP 01.09.-14.10.2019 / Prerequisites – almost completed bachelor’s or master’s programme / Further Information –jana.gohrisch@engsem.-

Literatur


Research Colloquium British and Postcolonial Studies

Kolloquium, SWS: 2
Gohrisch, Jana

Mi 14-täglich 14:00 - 16:00 16.10.2019 - 29.01.2020 1502 - 703
Kommentar Das Forschungskolloquium steht allen Fortgeschrittenen und Masterstudierenden offen.

Beginn: Die Termine werden zu Semesterbeginn auf der Website des EngSem (Lehrgebiet Anglistik) bekanntgegeben.