

Englisches Seminar

Atlantic Studies

Das Vorlesungsverzeichnis für den MA Atlantic Studies in History, Culture and Society finden Sie unter dem Reiter "Interdisziplinäre Masterstudiengänge".

Fächerübergreifender Bachelorstudiengang - Fach Englisch

Kolloquium

Examenskolloquium

Kolloquium, SWS: 2, Max. Teilnehmer: 20
Mayer, Ruth

Mo wöchentl. 16:00 - 18:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar In this class students who are preparing their bachelor and master's theses in American Studies are welcome to present and discuss ideas, outlines, structures and methodological or theoretical questions.

Bemerkung Further information – ruth.mayer@engsem.~
Registration – Stud.IP FüBA, M.Ed etc. 01.09-15.09.2020; MAAS 17.-30.09.2020 /
Prerequisites – BA: none, MA: none / Further information – ruth.mayer@engsem.~

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

Kolloquium zum Studienabschluss (MEd.)

Kolloquium, Max. Teilnehmer: 20
Blell, Gabriele | Kuhrs Woltin, Alexander

Di wöchentl. 16:00 - 18:00 12.10.2021 - 25.01.2022 1502 - 615

Kommentar Dieses Kolloquium zum Studienabschluss ist eine unterstützende Begleitung für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelor oder Master). Diese Lehrveranstaltung ist offen konzipiert, sodass individuelle Anliegen, Herausforderungen oder Problematiken in einer multiperspektivischen Diskussionsrunde gemeinsam eruiert werden können. Gleichwohl bleibt die Prämisse gewahrt, dass Ihre Abschlussarbeit eine auf Wissenschaftlichkeit beruhende Eigenleistung sein muss und diese Veranstaltung entsprechend nur kollaborativ beratenden Austausch- und Unterstützungscharakter hat. Die Arbeiten werden zur Aus- und Eingrenzung im Anfangsstadium inhaltlich und methodisch konzeptionell beraten und begleitet. Das Verfassen eines Exposés, eine vorläufige Gliederung sowie eine vom BA-/MA-Kandidat*in erstellte Literaturliste dienen u.a. als Grundlage für ein wechselseitiges Feedback und einer kollegialen Beratung.

Zur Anfertigung einer Abschlussarbeit wird zudem empfohlen, das Seminar zu „Empirischen Forschungsmethoden in der Fremdsprachendidaktik“ bei Frau Oldendörp zu besuchen, welches ebenso grundlegende wissenschaftspropädeutische Praxis, fundierte Kenntnisse über Zitierregeln nach MLA Citations und Nutzungsmöglichkeiten von Literaturdatenbanken wiederholt

Bemerkung *Registration* – StudIP / *Size restriction* – 20 / *Prerequisites* – None / *Further Information* – gabriele.blell@engsem.uni-hannover.de / alexander.woltin@engsem.uni-hannover.de

Literatur See course page on StudIP.

Foundations Linguistics (LingF1/LingF2)

LingF1

LingF1: Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 80
Paland, Meike

Mo wöchentl. 10:00 - 12:00 18.10.2021 - 24.01.2022 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.-15.10.2021 / *Prerequisites* – none / *Further Information* – meike.paland@engsem.~

Literatur *Literatur e* – Required Reading: Herbst, Thomas. 2010. *English Linguistics*. Berlin/New York: Walter de Gruyter.

LingF1: Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 80
Jalanesh, Aida

Do wöchentl. 12:00 - 14:00 21.10.2021 - 27.01.2022 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. - 15.10.21 / *Prerequisites* – none / *Further Information* – aida.jalanesh@engsem.~

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

LingF1: Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 35
Jalanesh, Aida

Di wöchentl. 12:00 - 14:00 19.10.2021 - 25.01.2022 1502 - 609

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. - 15.10.21 / *Prerequisites* – none / *Further Information* – aida.jalanesh@engsem.~

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

*LingF2***LingF2: Introduction to Linguistics II**

Vorlesung, SWS: 2
Troitzschel, Yasmin

Di wöchentl. 12:00 - 14:00 19.10.2021 - 25.01.2022 1502 - 113

Kommentar The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it fulfils.

This course is a sequel to Introduction to Linguistics I and will cover areas such as semantics and pragmatics, sociolinguistics, varieties of English, and historical linguistics.

Bemerkung *Registration* – Stud.IP 01.09. - 15.10.21/*Prerequisites* – LingF1 / *Further Information* – jalanesh.aida@engsem.~

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

Intermediate Linguistics (LingF3/LingF4)*LingF3***LingF3: Phonetics & Phonology for Bachelor Students**

Seminar, SWS: 2
Altendorf, Ulrike

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 003

Kommentar This course will introduce students to segmental and supra-segmental features of the major reference accents of English, Received Pronunciation (RP) and General American (GA). The theoretical angle will be contrastive, focusing on differences between German and English, on the one hand, and RP and American English, on the other. Students will also develop skills in perceiving, articulating and transcribing vowels, diphthongs and consonants using IPA symbols.

Bemerkung *Registration* – Stud.IP 01.09. - 15.09.21 / *Prerequisites* – none / *Further Information* – ulrike.altendorf@engsem.~

Literatur Holger Schmitt (2011). *Phonetic Transcription: From first steps to ear transcription*. Ernst Schmidt Verlag

*LingF4***LingF4, M5: English Dialectology - Online Kompaktseminar**

Seminar, SWS: 2
Altendorf, Ulrike

Fr Einzel 09:00 - 18:00 12.11.2021 - 12.11.2021 1502 - 709

Fr Einzel 09:00 - 18:00 17.12.2021 - 17.12.2021 1502 - 709

Kommentar This course will explore classic, recent and current studies in English Dialectology with a focus on varieties (both accents and dialects) of English in England, in particular London and the South East (Cockney, Estuary English, MLE), the South West, East Anglia and the North of England. The course requires a solid knowledge of phonetics and phonology!

Bemerkung *Registration* – Stud.IP 01.09. - 15.09.21 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* – ulrike.altendorf@engsem.~

Literatur Texts will be available in class.

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

LingF1

LingF1: Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 80
Paland, Meike

Mo wöchentl. 10:00 - 12:00 18.10.2021 - 24.01.2022 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 fulfils. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II

Bemerkung *Registration* – Stud.IP 1.9.-15.10.2021 / *Prerequisites* – none / *Further Information* – meike.paland@engsem.~

Literatur *Literatur e* – Required Reading: Herbst, Thomas. 2010. *English Linguistics*. Berlin/New York: Walter de Gruyter.

LingF1: Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 80
Jalanesh, Aida

Do wöchentl. 12:00 - 14:00 21.10.2021 - 27.01.2022 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 fulfils. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II

Bemerkung *Registration* – Stud.IP 01.09. - 15.10.21 / *Prerequisites* – none / *Further Information* – aida.jalanesh@engsem.~

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

LingF1: Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 35
Jalanesh, Aida

Di wöchentl. 12:00 - 14:00 19.10.2021 - 25.01.2022 1502 - 609

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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. - 15.10.21 / *Prerequisites* – none / *Further Information* – aida.jalanesh@engsem.~

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

LingF2

LingF2: Introduction to Linguistics II

Vorlesung, SWS: 2
Troitzschel, Yasmin

Di wöchentl. 12:00 - 14:00 19.10.2021 - 25.01.2022 1502 - 113

Kommentar The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it fulfils.

This course is a sequel to Introduction to Linguistics I and will cover areas such as

semantics and pragmatics, sociolinguistics, varieties of English, and historical linguistics.

Bemerkung *Registration* – Stud.IP 01.09. - 15.10.21/*Prerequisites* – LingF1 / *Further Information* – jalanesh.aida@engsem.~

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

LingF4

LingF4, M5: English Dialectology - Online Kompaktseminar

Seminar, SWS: 2
Altendorf, Ulrike

Fr Einzel 09:00 - 18:00 12.11.2021 - 12.11.2021 1502 - 709

Fr Einzel 09:00 - 18:00 17.12.2021 - 17.12.2021 1502 - 709

Kommentar This course will explore classic, recent and current studies in English Dialectology with a focus on varieties (both accents and dialects) of English in England, in particular London and the South East (Cockney, Estuary English, MLE), the South West, East Anglia and the North of England. The course requires a solid knowledge of phonetics and phonology!

Bemerkung *Registration* – Stud.IP 01.09. - 15.09.21 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Texts will be available in class.

LingF4/M6, M9: Comparing English and German: types, differences and similarities.

Seminar, SWS: 2
Czicza, Dániel

Di wöchentl. 10:00 - 12:00 12.10.2021 - 25.01.2022 1502 - 003

Kommentar The course deals with the comparative study of language with respect to major similarities and differences between English and German. It gives basic knowledge about contrastive analysis to be understood as an important part of typological study discovering general patterns and limitations of cross-linguistic variation. The course gives insight into how relevant linguistic features can be found and described, with an emphasis

on the language pair English and German contrasting them according to a wide variety of properties.

Both semantic (functional) and form-related criteria are going to be applied in order to establish comparability. As for the functional aspects, we will focus on semantic dimensions such as temporal relations, possession, modality and aspectuality. In addition to the functional view, we will discuss formal elements and categories such as case, gender and noun phrase.

Bemerkung
Literatur

Registration – Stud.IP 01.09. - 30.09.21 / *Further information* –daniel.czicza@engsem.~

References

Durrell, Martin (2011): *Hammer's German Grammar and Usage*. 5th ed. London: Routledge.

Fischer, Klaus (1997): *German-English verb valency: a contrastive analysis*. Tübingen: Narr.

Fischer, Klaus (2013): *Satzstrukturen im Deutschen und im Englischen: Typologie und Textrealisierung. Konvergenz und Divergenz: Sprachvergleichende Studien zum Deutschen*. Vol. 1. Berlin: Akademie.

Gunkel, Lutz et al. (2017): *Grammatik des Deutschen im europäischen Vergleich: Das Nominal*. 2 Bde. Berlin: de Gruyter.

Hawkins, John A. (1986): *A comparative typology of English and German: Unifying the contrasts*. London: Croom Helm.

König, Ekkehard / Gast, Volker (2018): *Understanding English-German Contrasts*. 4., neu bearb. Aufl. Berlin: Erich Schmidt.

Lang, Ewald / Zifonun, Gisela (Hrsg.) (1995): *Deutsch – typologisch*. Berlin: de Gruyter.

Advanced Linguistics (LingA1/LingA2)

LingA1

LingA1/A2, M7: Advanced Corpus Linguistics and Discourse Analysis - Blockseminar

Seminar, SWS: 2
Hohaus, Pascal

Do Einzel	09:00 - 18:30	07.10.2021 - 07.10.2021	1502 - 703
Fr Einzel	09:00 - 18:30	08.10.2021 - 08.10.2021	1502 - 703
Sa Einzel	09:00 - 16:30	09.10.2021 - 09.10.2021	1502 - 703
Do Einzel	09:00 - 18:30	25.11.2021 - 25.11.2021	

Bemerkung zur
Gruppe

Do Einzel	18:00 - 20:00	09.12.2021 - 09.12.2021	1502 - 703
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Kommentar

In this seminar, we are concerned with two major approaches to studying language use: corpus linguistics and discourse linguistics. You will be introduced to their main premises, theoretical assumptions and methodological tools. We will apply their ideas to language in context (such as political language, learner language, and online communication) and will discuss ways of combining these two approaches.

The PL consists of a written exam. Two to three weeks before the exam an additional date for practice will be offered.

Bemerkung Size restriction – NA / Gasthörer: nein / Prerequisites – LingF1, LingF2 & LingF4 if applicable / Further Information – pascal.hohaus@engsem.~

LingA1/LingA2; M8/M9: Linguistic Landscapes

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.

This class will include questions of multilingualism, dominance of languages, language policies, identity creation, naming strategies, humour, etc. In our LL analyses, the focus will be on questions such as:

How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs monolingual, bilingual, multilingual and in what ways, i.e. what combinations of languages do occur? Are different languages used for different contents and in different domains? In what forms do signs occur (notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites)? What about the language in terms of normativity: orthography, handwriting conventions, lexicon, morphology, syntax, literacy level, etc.?

This seminar is primarily aimed at advanced university students of language and linguistics. No previous experience with LL studies is required, but participants should have a firm background in linguistics. Thus, participants are expected to have a proper understanding of what linguistic fields such as morphology, syntax, semantics and pragmatics are all about; they should also be able to read basic phonetic transcription and understand phonemic representation.

Bemerkung *Registration* – Stud.IP 01.09.2021-30.09.2021

Size restriction – None

Prerequisites – LingF1-LingF4 (FüBA); M1-M3 (DEL)

Studiengänge – FüBA, 3. Fach LG, MEd LG, MEd LbS, DEL

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

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

Schmitt, Holger. 2018. *Language in the Public Space. An Introduction to the Linguistic Landscape*. ISBN 978-1-9829-2542-0 (independently published).

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

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 003

Kommentar This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact,

prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 113

Kommentar This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA2

LingA1/A2, M7: Advanced Corpus Linguistics and Discourse Analysis - Blockseminar

Seminar, SWS: 2
Hohaus, Pascal

Do Einzel 09:00 - 18:30 07.10.2021 - 07.10.2021 1502 - 703
Fr Einzel 09:00 - 18:30 08.10.2021 - 08.10.2021 1502 - 703
Sa Einzel 09:00 - 16:30 09.10.2021 - 09.10.2021 1502 - 703
Do Einzel 09:00 - 18:30 25.11.2021 - 25.11.2021

Bemerkung zur Gruppe ONLINE

Do Einzel 18:00 - 20:00 09.12.2021 - 09.12.2021 1502 - 703

Kommentar In this seminar, we are concerned with two major approaches to studying language use: corpus linguistics and discourse linguistics. You will be introduced to their main premises, theoretical assumptions and methodological tools. We will apply their ideas to language in context (such as political language, learner language, and online communication) and will discuss ways of combining these two approaches. The PL consists of a written exam. Two to three weeks before the exam an additional date for practice will be offered.

Bemerkung Size restriction – NA / Gasthörer: nein / Prerequisites – LingF1, LingF2 & LingF4 if applicable / Further Information – pascal.hohaus@engsem.~

LingA1/LingA2; M8/M9: Linguistic Landscapes

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The

rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.

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Bemerkung *Registration* – Stud.IP 01.09.2021-30.09.2021

Size restriction – None

Prerequisites – LingF1-LingF4 (FüBA); M1-M3 (DEL)

Studiengänge – FüBA, 3. Fach LG, MEd LG, MEd LbS, DEL

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

Literatur

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

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

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 003

Kommentar

This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.

+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++

Bemerkung

Registration – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Di wöchentl. 10:00 - 12:00 12.10.2021 - 27.01.2022 1502 - 609

Kommentar This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.

+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LinguA³

Seminar, SWS: 2
Altendorf, Ulrike| Becker, Lidia| Diewald, Gabriele

Di wöchentl. 16:00 - 18:00 19.10.2021 - 25.01.2022 1502 - 609

Di wöchentl. 18:00 - 20:00 19.10.2021 - 29.01.2022 1502 - 103

Kommentar LinguA³ - Lingustischer Arbeitskreis

Linguistik ist weitaus mehr als grammatische Analyse... LinguA³ (Linguistischer Arbeitskreis) vermittelt Einblicke in die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsgebiete sowie interdisziplinärer Forschung und beruflicher Praxis. LinguA³ ist ein interdisziplinäres Seminar mit Gastvortragsreihe. Für die Gastvorträge werden in jedem Semester internationale Wissenschaftler/-innen aus der Germanistik, Anglistik und Romanistik eingeladen. Die Vortragsthemen sind bewusst vielseitig gewählt und sollen den Blick „über den Tellerrand“ hin öffnen. Im Wintersemester steht ein thematischer Schwerpunkt zu Sprache und Geschlecht im Deutschen, Englischen und Spanischen auf dem Programm.

Im 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. Die drei Gastvorträge finden ebenfalls am Dienstag, allerdings von 18.00 bis 20.00 Uhr, statt.

Die Gäste, ihre Vortragsthemen und die exakten Termine der Gastvorträge werden zu gegebener Zeit mitgeteilt.

Bemerkung Vortragsreihe LinguA finden nach Ankündigung dienstags von 18-20 Uhr im Raum 103 statt.

Termine werden dann bekanntgegeben.

Foundations Literature and Culture (AmerBritF1)

AmerBritF1

AmerBritF1: Introduction to Literary Studies

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

Mo wöchentl. 14:00 - 16:00 18.10.2021 - 25.01.2022 1502 - 703

Kommentar This course aims to familiarize students with the fundamentals necessary for the study of English and American literatures and cultures. 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 and media (including literature, comics, and film) and periods (from the nineteenth to the twenty-first century).

Bemerkung *Registration* – Stud.IP 01.09. - 15.10.21 / *Prerequisites* – none / *Further Information* – felix.brinker@engsem.~

Literatur 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.

AmerBritF1: Introduction to Literary Studies

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

Mo wöchentl. 12:00 - 14:00 18.10.2021 - 24.01.2022 1502 - 703

Kommentar This course aims to familiarize students with the fundamentals necessary for the study of English and American literatures and cultures. 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 and media (including literature, comics, and film) and periods (from the nineteenth to the twenty-first century).

Bemerkung *Registration* – Stud.IP 01.09. - 15.10.21 / *Prerequisites* – none / *Further Information* – felix.brinker@engsem.~

Literatur The theoretical texts and most of the primary material for this class will be made available on Stud.IP since we do not operate with a dedicated textbook. Please purchase Marjane Satrapi's *Persepolis: The Story of a Childhood* (Pantheon ISBN 978-0375714573 or any other edition you may already have). Avoid Amazon and check out your local bookshops, or buy your books second-hand on platforms (like blackwells.co.uk, for instance).

AmerBritF1: Introduction to Literary Studies

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

Mo wöchentl. 10:00 - 12:00 18.10.2021 - 24.01.2022 1502 - 703

Kommentar This course is a general introduction to Literary Studies and aims at familiarising 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, tools and methods in order to further their skills in description, analysis and interpretation. For illustration and practice, we will draw on representative, mainly British texts from a variety of genres and periods. We will concentrate on codes and conventions, which means paying special attention to the aesthetic shape of the literary texts.

- Bemerkung *Registration* – Stud.IP 01.09.-15.10.2021 / *Prerequisites* – none / *Further Information* – janna-lena.neumann@engsem.~
- Literatur *Required Reading and Purchase*
- Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2014 (4. Auflage).
- Reader* – Copyshop Stork (Körnerstraße 3) from 11.10.2021 and Stud.IP

AmerBritF1: Introduction to Literary Studies

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

Mi wöchentl. 08:00 - 10:00 20.10.2021 - 26.01.2022 1502 - 703

Kommentar This course is a general introduction to Literary Studies and aims at familiarising 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, tools and methods in order to further their skills in description, analysis and interpretation. For illustration and practice, we will draw on representative, mainly British texts from a variety of genres and periods. We will concentrate on codes and conventions, which means paying special attention to the aesthetic shape of the literary texts.

Bemerkung *Registration* – Stud.IP 01.09.-12.10.2021 / *Prerequisites* – none / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2014 (4. Auflage).

Reader – Copyshop Stork (Körnerstraße 3) from 11.10.2021 and Stud.IP

Intermediate American Literature and Culture (AmerF2/AmerF3)

AmerF2

AmerF2: Survey of North American Literature and Culture

Vorlesung, SWS: 2
Mayer, Ruth

Di wöchentl. 12:00 - 14:00 19.10.2021 - 29.01.2022 1502 - 003

Kommentar This lecture will provide an introduction to North American literature and culture 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 a 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 *Registration* – Stud.IP 01.09. - 15.10.21 / *Prerequisites* – none / *Further Information* – ruth.mayer@engsem.~

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

AmerF3

Amer F3: Beginning Film Analysis: Superhero Blockbusters

Seminar, SWS: 2, Max. Teilnehmer: 30
Brinker, Felix

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 609

Kommentar This seminar offers an introduction to the basics of film analysis and interpretation, using superhero blockbuster films from the last four decades as examples. The seminar addresses fundamental elements of film language, basics of film narratology, the role of special effects, and practices of transmedial and serial storytelling as well as the history of blockbuster cinema since the late 1970s and the impact of technological innovations (such as the rise of digital filmmaking technologies since the 1980s, for example). The seminar also addresses the narrative appeals and ideological messages of the superhero genre. To engage with these issues, the seminar considers superhero movies that have played a crucial role in the genre's rise to contemporary prominence, including Richard Donner's *Superman* (1978), Tim Burton's *Batman* (1989), Sam Raimi's *Spider-Man 2* (2004), and more recent examples.

Bemerkung *Registration* – Stud.IP 01.09. - 30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur All texts will be made available via Stud.IP.

AmerF3: Crime and Conspiracy Fictions

Seminar, SWS: 2, Max. Teilnehmer: 30
Brinker, Felix

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 709

Kommentar This seminar examines two closely related literary genres in which rational investigators try to make sense of a confusing and dangerous world: detective fiction and conspiracy narratives. Originating in the nineteenth century, detective narratives like Edgar Allan Poe's *The Murders in the Rue Morgue* or Arthur Conan Doyle's Sherlock Holmes stories imagine the modern world as a complex and threatening place whose puzzles can be mastered by the skillful deductions of rational detectives. Conspiracy fiction, by contrast, frames the whole world as a crime scene and playground for sinister hidden forces. While the heroes of classical detective fiction tend to solve their cases, the protagonists of conspiracy narratives usually fail to do so as the conspirators' schemes turn out to be too vast to be defeated—as a result, all investigators can do is continue to investigate and add pieces to a puzzle that can never be finished. Interestingly, a similar logic is also on display in the putatively non-fictional conspiracy narratives that have in recent years returned to the center stage of American politics. In this seminar, we will critically engage with the storytelling logics, ideological underpinnings and appeals of such narratives and try to come to terms with both the reasons for their enduring popularity. We will also examine conspiracy narratives' inadequacy as a belief system that tries to make sense of a complex social world. To do so so, we will read classical detective fiction and more recent examples, discuss theoretical approaches to the crime and conspiracy genre, engage with filmic conspiracy narratives, and consider the parallels to so-called 'conspiracy theories.'

Bemerkung *Registration* – Stud.IP 01.09. - 30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur All texts will be made available via Stud.IP.

AmerF3: Short Stories

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

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 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 contemporary pieces of environmental literature. 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.

Bemerkung *Registration* – Stud.IP 1.09 - 30.09.2021 / *Prerequisites* – none / *Further Information* – anna-lena.oldehus@engsem.~

Literatur All required readings will be made available on StudIP.

Intermediate British Literature and Culture (BritF2/BritF3)

BritF2

BritF3

BritF3: Practising Literary Criticism: British Literatures and Cultures

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

Di wöchentl. 10:00 - 12:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar This seminar accompanies but does not substitute the BritF2 Survey. Participation in the weekly (online) lecture 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 Aphra Behn's proto-novel *Oroonoko* (1688) and Caryl Churchill's play *Top Girls* (1982). We shall 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 encyclopaedia, dictionaries and scholarly texts.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1; recommended: BritF2 / *Further Information* –hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrlich, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please get hold of Aphra Behn's *Oroonoko* in a well-annotated edition (Oxford World's Classics or Norton Critical Edition) and Caryl Churchill's *Top Girls* (any edition) and read at least Behn's proto-novel prior to class. All other primary and secondary material will be provided on Stud.IP at the beginning of the term.

Advanced Literature and Culture (AmerA/BritA)

AmerA

AmerA/AA2/AAS4: Post-World-War II American Science Fiction in Literature, Film and Television

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

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 703

- Kommentar** This seminar offers a broad overview on the history of (mostly US-)American science fiction since the Second World War and considers seminal examples in a variety of forms and media. Narratives discussed in this seminar include short stories by Philip K. Dick, Octavia E. Butler's novel *Wild Seed* (1980), Margaret Atwood's *The Handmaid's Tale* (1985), popular science fiction films such as *Forbidden Planet* (1956) and *Blade Runner* (1982, based on Dick's novel *Do Androids Dream of Electric Sheep?*), as well as sci-fi television series such as *Star Trek* (1966-69) or the recent adaptation of Atwood's *Handmaid's Tale* (since 2017). We will also discuss influential theoretical work on the genre and consider the differences between (and shared concerns of) literary sci-fi texts and their screen adaptations.
- Bemerkung** *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~
- Literatur** Please purchase Margaret Atwood's *The Handmaid's Tale* and Octavia E. Butler's *Wild Seed*. Consider supporting a local bookstore with your purchase.

Amer/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 609

- Kommentar** Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, *Gender Trouble* (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well as provide the opportunity for discussion collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the 1619 Project, which also considers performativity in terms of historiography and the US's legacy race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.
Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)
- Bemerkung** *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~
- Literatur** Please purchase Judith Butler's *Gender Trouble*. Consider supporting a local bookstore with your purchase.

Amer/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 1502 - 703

- Kommentar** Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, *Gender Trouble* (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well as provide the opportunity for discussion and collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity

to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the *1619 Project*, which also considers performativity in terms of historiography and the US's legacy of race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)

Bemerkung

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur

Please purchase Judith Butler's *Gender Trouble*. Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3: Weak Theories

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 615

Kommentar

In this class on theory, we will read and work with texts that were developed in the field of phenomenology, affect theory, indigenous studies, environmental humanities, and Black feminist studies. Based on ideas developed by Spinoza, Gilles Deleuze, or queer theorist Eve Kosofsky Sedgwick, in recent years the humanities have witnessed a turn towards a critical engagement that questions the traditional opposition of reason and emotion, mind and body, as well as linearities and hierarchies of knowledges.

We will discuss theoretical approaches which formulate a critique around what Benjamin Kahan called a "Weak Theory." We will engage with approaches of reparative reading, felt theory, and the affective turn. As this class wants to show, our ways of thinking and theorizing about the world also translate into practical engagement with our social environment.

Bemerkung

Registration – Stud.IP FÜBA, M.Ed etc. 1.09.-15.09.2021; MAAS 17.09.-30.09.2021 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~

Literatur

Also, we will read Ocean Vuong's *On Earth We're Briefly Gorgeous* (2019). Please purchase a copy of this novel (*NOT* on amazon).

All other texts will be made available on StudIP.

AmerA, AAS1: Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 40
Brasch, Ilka| Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 11.10.2021 - 27.01.2022 1502 - 609

Kommentar

This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant and in which they tend to be challenged. This class will not provide an overview of the different stages of theorization from the past to the present, but rather be concerned with how literary studies 'work,' and how students can engage with and employ theory in their own work. To this end, we will explore different modes of reading and of analysis, such as close reading and reading 'against the grain,' moving from critical inquiry to practical application.

Bemerkung

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~ or ruth.mayer@engsem.~

Literatur

Will be made available on StudIP.

AmerA/AAS2/3/4: Photography and Narrative

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 609

- Kommentar** This class is occasioned by the exhibition *True Pictures? Contemporary Photography from Canada and the United States*, which will take place in the Sprengel Museum in Hannover from November to February. The division of American Studies will host a one-day symposium with talks and discussions about photography and storytelling on January 21 in the Sprengel Museum. This will be a mandatory part of the class, please be sure that you are available at this date and can participate. The class will engage with the exhibition, and thus ask about photography as art, but it will also go beyond this and take into account photography's history as an instrument of documentation, identification, social surveillance and private use. Throughout the semester, we will be concerned with the story-telling capacity of photographs, and thus also look closely at photobooks, literary and filmic representations of photography and other mixed-media approaches.
- Bemerkung** *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~
- Literatur** All course texts will be made available on Stud.IP.

AmerA/AAS2/AAS3/AAS4: Christmas in America: History, Ideology, and Popular Culture

Seminar, SWS: 2, Max. Teilnehmer: 40
Loock, Kathleen

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 609

- Kommentar** In this course, we will trace the history of Christmas in America from colonial days to today and discuss the shifting nature of the holiday in terms of its cultural, religious, political, and economic meanings. Puritans in colonial Massachusetts outlawed Christmas. They rejected the holiday's carnival origins celebrating disorder and the temporary inversion of established (social) hierarchies because it created an occasion for drunkenness and riot. Christmas traditions as we know them (with tinsel trees, filled stockings, Christmas cards, and Santa Claus) only emerged in the mid-nineteenth century when the rambunctious, carnivalesque holiday was reimagined as a family-centered, domestic affair that took place in the home, no longer in the public sphere. Charles Dickens's *A Christmas Carol* (1843) fueled this "invention of tradition" (Eric Hobsbawm) and visual culture (ranging from illustrations in books and magazines, advertisements and Christmas cards to holiday movies) was crucial for the construction of modern Christmas as a holiday that merges materialism and normative family values. The course will provide you with the historical and theoretical background against which we will analyze our primary material consisting of Christmas literature and print media as well as classic Christmas songs and movies.
- Bemerkung** *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~
- Literatur** Will be made available on StudIP.

AmerA/AAS2/AAS3, AS: The 1619 Project (and Beyond)

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

Do wöchentl. 14:00 - 16:00 21.10.2021 - 27.01.2022 1502 - 703

- Kommentar** In August 2019, the *New York Times Magazine* launched the *1619 Project*, a special issue of the magazine that contains essays, poems, and fiction that re-read United States history through the lens of slavery. The project was accompanied by news articles, live events, and a podcast, expanding beyond the confines of a magazine issue. Particularly because of its revisionist historiography and political appeal, the project received both

praise and criticism, sparking debates about the impact of slavery, the practice and function of history, and more. In this class, we will engage closely with the material the *1619 Project* has to offer and study the multiple affirmatory and critical responses it garnered. We will additionally contextualize the project by engaging with literature that reflects on the history of slavery, particularly Colson Whitehead's 2016 novel *The Underground Railroad*. The class will conclude with a longer session at the Hannover Kunstverein on February 7th, where we will visit an exhibit by, as well as meet with, the artist Kameelah Janan Rasheed. Her work engages with questions of both race and gender, and we will cooperate with Abby Fagan's class for this event. Please note that the course dates are slightly different in order to make the February event with Rasheed possible.

Dates: 21.10.2021 – 16.12.2021, 13.01.2022 - 27.01.2022, and Monday, 07.02.2022 (all day)

- Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~
- Literatur During the semester, you will be asked to buy a copy of Whitehead's *The Underground Railroad*.

BritA

BritA, AAS1: Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 12.10.2021 - 25.01.2022 1502 - 703

- Kommentar This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers as well as bachelor's and master's theses.
- As a preparation for each class you are asked to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as the descriptive chapter by Peter Barry. Relying on the analytical categories from the Introduction to Literary Studies (AmerBritF1) and the historical knowledge from the BritF2 Survey Lecture we will apply the theories to Charlotte Brontë's novel *Jane Eyre* (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text. The non-graded course work will be a short excerpt covering one chapter of Barry's *Beginning Theory*.

- Bemerkung *Reader* – Copyshop Stork (Körnerstraße 3) from 11.10.2021 and Stud.IP / *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~
- Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Barry, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. 4th ed. Manchester University Press, 2017.

Brontë, Charlotte. *Jane Eyre*. Norton, 2001 or 2016. Instead of the Norton editions, you may use the Oxford World's Classics or the Penguin Classics editions (complete with introduction and notes).

Please buy your own copies of Brontë's novel and of Peter Barry's *Beginning Theory*. The theoretical texts covered in the seminar will be available free of charge in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP.

Please read Charlotte Brontë's novel during term break, i.e. before the course begins.

BritA, AAS2, AAS3, AAS5, AS: British and Postcolonial Studies

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

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis. Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British and British-Caribbean literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we may discuss as well.

We will use the novel to practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Please study the "Guidelines and Reading Material. British and Postcolonial Studies" (see below) prior to class. For your revision of British and Postcolonial literary history, theories and methods I recommend Martin Middeke et al. (eds.) *English and American Studies. Theory and Practice*. J.B. Metzler, 2012 (available free of charge via Springer).

Bemerkung *Registration* – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Andrea Levy. *The Long Song* (2010)

BritA, AAS2, AAS3, AAS5, AS: Greening the Library: Ecocritical Approaches to Literature and Film

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

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar Over the last twenty-five years, ecocriticism has become a central theory in literary and cultural studies. Subscribing to the idea that environment matters and does not merely serve as the 'background' of a story, ecocriticism explores the ways in which relationships between human beings, culture and nature are constructed. Informed by an avowedly political agenda, this seminar goes beyond a 'green' moral of sustainability and

ties literary analysis to issues of power, (in)equality, class, race, gender, economy and consumerism. Probing the rich variety of 'earth-centred' approaches, we will begin with Shakespeare's comedy *As You Like It* (1623) to discuss what functions the setting in the fictional forest of Arden has for the play. Continuing to explore the political dimensions of the pastoral, we shall analyse Romantic poetry by William Wordsworth and John Clare before we move on to study Australian constructions of wilderness in Julia Leigh's novel *The Hunter* (1999). We shall then turn to representations of the seascape as metaphors for the 'middle passage' in Fred D'Aguiar's novel *Feeding the Ghosts* (1997) and Derek Walcott's poem "The Sea Is History" (1979). To close the seminar, we will discuss Caryl Churchill's dystopian drama *Far Away* (2000).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* -hannah.pardey@engsem.-

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase William Shakespeare's *As You Like It* (well-annotated edition), Julia Leigh's *The Hunter*, Fred D'Aguiar's *Feeding the Ghosts* and Caryl Churchill's *Far Away* and read at least Shakespeare's play prior to class. All other primary and secondary material will be provided on Stud.IP at the beginning of the term.

BritA, AAS2, AAS3: Contemporary British Drama

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar This course will familiarise students with contemporary developments, playwrights and genres in 21st-century British drama. Following a chronological order, we will begin with Caryl Churchill's short dystopian *Far Away* (2000), a play that the *Guardian* describes as unsettled and "a masterclass of tension". Subsequently, we will investigate Laura Wade's *Posh*, a play that portrays a group of Oxford students that are part of a fictionalised version of the Bullingdon Club. Afterwards, we will turn to Alan Bennett's *People* (2012), a play that features a South Yorkshire country house, its upper-class owners, and their attempts to manoeuvre Britain's heritage industry. Finally, we will read Maureen Lennon's *Us Against Whatever*, a karaoke cabaret that follows the experiences of the two female protagonists within Britain's precarious political climate in the run-up to the 2016 referendum.

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 that is predominantly based on the categories class and gender in order to investigate recent developments and themes in contemporary British drama.

Bemerkung *Registration* – 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –janna-lena.neumann@engsem.-

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Caryl Churchill: *Far Away* (2000)

Laura Wade: *Posh* (2010)

Alan Bennett: *People* (2012)

Maureen Lennon: *Us Against Whatever* (2019)

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

BritA, AAS2, AAS3: Restoration Theatre - Culture of Display and Disguise

Seminar, SWS: 2, Max. Teilnehmer: 40
Ippendorf, Elena

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar

With the restoration of the monarchy and Charles II's ascendancy to the English throne in 1660, the institution of the theatre was restored as well. After an 18-year gap in theatrical production during the Interregnum, some customs were renegotiated. The first English actresses appeared on stage and boy-actors, young men trained to play female roles, became obsolete and were eventually banned.

In this course, we will be examining this turbulent and innovative period in English theatre history. We will chart the changes in comedy, the genre Restoration drama is best known for today, throughout the period, as well as look at Shakespearean adaptation and tragedy.

Beyond practising a close reading of this range of plays, a particular focus of this course will be exploring their political as well as material production contexts.

How were the theatre companies organised? Who were the first English actresses and how did their appearance change theatrical conventions? How did the performance spaces influence the productions? Who was in the audience? In what ways were notions of gender identity negotiated in performance both onstage as well as off? How did the series of political crisis of the time influence theatrical production? And, last but not least, how can Restoration drama be staged today? Pandemic permitting, we will be exploring answers to that last question performatively.

Bemerkung

Registration – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –elena.ippendorf@engsem.~

Literatur

Required Reading and Purchase

Gohrlich, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase your own copies of the plays *The Country Wife* by William Wycherley (1675), *The Rover* by Aphra Behn (1677), *All for Love* by John Dryden (1677) and *Love's Last Shift* by Colley Cibber (1696) [all of which can be found for instance in Womersley, David. *Restoration Drama: An Anthology* (2000)]. All other texts will be made available on Stud.IP.

During term break please read up on the historical context of the restoration of the monarchy in 1660 as well as the basic principles of analysis of drama (see recommendations).

Recommended Reading

Fuchs, Elinor. "EF's Visit to a Small Planet: Some Questions to Ask a Play." (2004)

Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2014 (4. Auflage)

BritA, AAS2, AAS5, AS: South Africa: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar In this seminar, we will read fictional and historiographic texts about South Africa before and after the transition from the white minority rule of the apartheid system to a democratic society signaled by the first democratic elections of 1994. We will begin with Sindiwe Magona's *Mother to Mother* (1998) about post-apartheid violence, an issue which also features in *Disgrace* (1999), a novel by J.M. Coetzee, who won the Nobel Prize for Literature in 2003. To conclude, we will read Phaswanes Mpe's thematically disturbing and aesthetically challenging novel *Welcome to Our Hillbrow* (2001) about inner-city problems, migration and HIV/AIDS. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race, ethnicity and class as well as on the narrative strategies and tropes employed by the texts practicing the analytical terms from the Introduction to Literary Studies (AmerBritF1).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Clark, N. and W.H. Worger. *South Africa. The Rise and Fall of Apartheid* (2011)

Coetzee, J.M. *Disgrace* (1999)

Magona, Sindiwe. *Mother to Mother* (1998)

Mpe, Phaswane. *Welcome to our Hillbrow* (2001)

Please buy and bring your own copies of the novels by Coetzee, Magona and Mpe. Read all three of them during term break and familiarise yourself with South African and British colonial history. The chapters from the historiographic texts will be made available on Stud.IP.

Recommended Reading

Dalziel, Nigel. *The Penguin Historical Atlas of the British Empire* (2006)

Thompson, Leonard. *A History of South Africa* (4th ed. 2014)

Focus Module (AmerA/BritA/LingA1/LingA2)

AmerA

AmerA/AA2/AAS4: Post-World-War II American Science Fiction in Literature, Film and Television

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

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar	This seminar offers a broad overview on the history of (mostly US-)American science fiction since the Second World War and considers seminal examples in a variety of forms and media. Narratives discussed in this seminar include short stories by Philip K. Dick, Octavia E. Butler's novel <i>Wild Seed</i> (1980), Margaret Atwood's <i>The Handmaid's Tale</i> (1985), popular science fiction films such as <i>Forbidden Planet</i> (1956) and <i>Blade Runner</i> (1982, based on Dick's novel <i>Do Androids Dream of Electric Sheep?</i>), as well as sci-fi television series such as <i>Star Trek</i> (1966-69) or the recent adaptation of Atwood's <i>Handmaid's Tale</i> (since 2017). We will also discuss influential theoretical work on the genre and consider the differences between (and shared concerns of) literary sci-fi texts and their screen adaptations.
Bemerkung	<i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / <i>Prerequisites</i> – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~
Literatur	Please purchase Margaret Atwood's <i>The Handmaid's Tale</i> and Octavia E. Butler's <i>Wild Seed</i> . Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 609

Kommentar	Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, <i>Gender Trouble</i> (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well as provide the opportunity for discussion collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the 1619 Project, which also considers performativity in terms of historiography and the US's legacy race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed. Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)
Bemerkung	<i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / <i>Prerequisites</i> – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~
Literatur	Please purchase Judith Butler's <i>Gender Trouble</i> . Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar	Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, <i>Gender Trouble</i> (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well as provide the opportunity for discussion and collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on
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performativity. We will collaborate with Ilka Brasch's course on the *1619 Project*, which also considers performativity in terms of historiography and the US's legacy of race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)

Bemerkung

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur

Please purchase Judith Butler's *Gender Trouble*. Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3: Weak Theories

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 615

Kommentar

In this class on theory, we will read and work with texts that were developed in the field of phenomenology, affect theory, indigenous studies, environmental humanities, and Black feminist studies. Based on ideas developed by Spinoza, Gilles Deleuze, or queer theorist Eve Kosofsky Sedgwick, in recent years the humanities have witnessed a turn towards a critical engagement that questions the traditional opposition of reason and emotion, mind and body, as well as linearities and hierarchies of knowledges.

We will discuss theoretical approaches which formulate a critique around what Benjamin Kahan called a "Weak Theory." We will engage with approaches of reparative reading, felt theory, and the affective turn. As this class wants to show, our ways of thinking and theorizing about the world also translate into practical engagement with our social environment.

Bemerkung

Registration – Stud.IP FÜBA, M.Ed etc. 1.09.-15.09.2021; MAAS 17.09.-30.09.2021 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~

Literatur

Also, we will read Ocean Vuong's *On Earth We're Briefly Gorgeous* (2019). Please purchase a copy of this novel (*NOT* on amazon).

All other texts will be made available on StudIP.

AmerA, AAS1: Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 40
Brasch, Ilka| Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 11.10.2021 - 27.01.2022 1502 - 609

Kommentar

This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant and in which they tend to be challenged. This class will not provide an overview of the different stages of theorization from the past to the present, but rather be concerned with how literary studies 'work,' and how students can engage with and employ theory in their own work. To this end, we will explore different modes of reading and of analysis, such as close reading and reading 'against the grain,' moving from critical inquiry to practical application.

Bemerkung

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~ or ruth.mayer@engsem.~

Literatur

Will be made available on StudIP.

AmerA/AAS2/3/4: Photography and Narrative

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 609

- Kommentar** This class is occasioned by the exhibition *True Pictures? Contemporary Photography from Canada and the United States*, which will take place in the Sprengel Museum in Hannover from November to February. The division of American Studies will host a one-day symposium with talks and discussions about photography and storytelling on January 21 in the Sprengel Museum. This will be a mandatory part of the class, please be sure that you are available at this date and can participate. The class will engage with the exhibition, and thus ask about photography as art, but it will also go beyond this and take into account photography's history as an instrument of documentation, identification, social surveillance and private use. Throughout the semester, we will be concerned with the story-telling capacity of photographs, and thus also look closely at photobooks, literary and filmic representations of photography and other mixed-media approaches.
- Bemerkung** *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~
- Literatur** All course texts will be made available on Stud.IP.

AmerA/AAS2/AAS3/AAS4: Christmas in America: History, Ideology, and Popular Culture

Seminar, SWS: 2, Max. Teilnehmer: 40
Loock, Kathleen

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 609

- Kommentar** In this course, we will trace the history of Christmas in America from colonial days to today and discuss the shifting nature of the holiday in terms of its cultural, religious, political, and economic meanings. Puritans in colonial Massachusetts outlawed Christmas. They rejected the holiday's carnival origins celebrating disorder and the temporary inversion of established (social) hierarchies because it created an occasion for drunkenness and riot. Christmas traditions as we know them (with tinsel trees, filled stockings, Christmas cards, and Santa Claus) only emerged in the mid-nineteenth century when the rambunctious, carnivalesque holiday was reimagined as a family-centered, domestic affair that took place in the home, no longer in the public sphere. Charles Dickens's *A Christmas Carol* (1843) fueled this "invention of tradition" (Eric Hobsbawm) and visual culture (ranging from illustrations in books and magazines, advertisements and Christmas cards to holiday movies) was crucial for the construction of modern Christmas as a holiday that merges materialism and normative family values. The course will provide you with the historical and theoretical background against which we will analyze our primary material consisting of Christmas literature and print media as well as classic Christmas songs and movies.
- Bemerkung** *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~
- Literatur** Will be made available on StudIP.

AmerA/AAS2/AAS3, AS: The 1619 Project (and Beyond)

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

Do wöchentl. 14:00 - 16:00 21.10.2021 - 27.01.2022 1502 - 703

- Kommentar** In August 2019, the *New York Times Magazine* launched the *1619 Project*, a special issue of the magazine that contains essays, poems, and fiction that re-read United States history through the lens of slavery. The project was accompanied by news articles, live events, and a podcast, expanding beyond the confines of a magazine issue. Particularly because of its revisionist historiography and political appeal, the project received both praise and criticism, sparking debates about the impact of slavery, the practice and

function of history, and more. In this class, we will engage closely with the material the *1619 Project* has to offer and study the multiple affirmatory and critical responses it garnered. We will additionally contextualize the project by engaging with literature that reflects on the history of slavery, particularly Colson Whitehead's 2016 novel *The Underground Railroad*. The class will conclude with a longer session at the Hannover Kunstverein on February 7th, where we will visit an exhibit by, as well as meet with, the artist Kameelah Janan Rasheed. Her work engages with questions of both race and gender, and we will cooperate with Abby Fagan's class for this event. Please note that the course dates are slightly different in order to make the February event with Rasheed possible.

Dates: 21.10.2021 – 16.12.2021, 13.01.2022 - 27.01.2022, and Monday, 07.02.2022 (all day)

Bemerkung	<i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / <i>Prerequisites</i> – BA: Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~
Literatur	During the semester, you will be asked to buy a copy of Whitehead's <i>The Underground Railroad</i> .

BritA

BritA, AAS1: Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar	<p>This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers as well as bachelor's and master's theses.</p> <p>As a preparation for each class you are asked to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as the descriptive chapter by Peter Barry. Relying on the analytical categories from the Introduction to Literary Studies (AmerBritF1) and the historical knowledge from the BritF2 Survey Lecture we will apply the theories to Charlotte Brontë's novel <i>Jane Eyre</i> (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text. The non-graded course work will be a short excerpt covering one chapter of Barry's <i>Beginning Theory</i>.</p>
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Bemerkung	<i>Reader</i> – Copyshop Stork (Körnerstraße 3) from 11.10.2021 and Stud.IP / <i>Registration</i> – Stud.IP 01.09.-30.09.2021 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Further Information</i> –jana.gohrisch@engsem.~
Literatur	<i>Required Reading and Purchase</i>

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Barry, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. 4th ed. Manchester University Press, 2017.

Brontë, Charlotte. *Jane Eyre*. Norton, 2001 or 2016. Instead of the Norton editions, you may use the Oxford World's Classics or the Penguin Classics editions (complete with introduction and notes).

Please buy your own copies of Brontë's novel and of Peter Barry's *Beginning Theory*. The theoretical texts covered in the seminar will be available free of charge in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP.

Please read Charlotte Brontë's novel during term break, i.e. before the course begins.

BritA, AAS2, AAS3, AAS5, AS: British and Postcolonial Studies

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

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis. Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British and British-Caribbean literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we may discuss as well.

We will use the novel to practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Please study the "Guidelines and Reading Material. British and Postcolonial Studies" (see below) prior to class. For your revision of British and Postcolonial literary history, theories and methods I recommend Martin Middeke et al. (eds.) *English and American Studies. Theory and Practice*. J.B. Metzler, 2012 (available free of charge via Springer).

Bemerkung *Registration* – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Andrea Levy. *The Long Song* (2010)

BritA, AAS2, AAS3, AAS5, AS: Greening the Library: Ecocritical Approaches to Literature and Film

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

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar Over the last twenty-five years, ecocriticism has become a central theory in literary and cultural studies. Subscribing to the idea that environment matters and does not merely serve as the 'background' of a story, ecocriticism explores the ways in which relationships between human beings, culture and nature are constructed. Informed by an avowedly political agenda, this seminar goes beyond a 'green' moral of sustainability and ties literary analysis to issues of power, (in)equality, class, race, gender, economy and consumerism. Probing the rich variety of 'earth-centred' approaches, we will begin with Shakespeare's comedy *As You Like It* (1623) to discuss what functions the setting in the fictional forest of Arden has for the play. Continuing to explore the political dimensions of

the pastoral, we shall analyse Romantic poetry by William Wordsworth and John Clare before we move on to study Australian constructions of wilderness in Julia Leigh's novel *The Hunter* (1999). We shall then turn to representations of the seascape as metaphors for the 'middle passage' in Fred D'Aguiar's novel *Feeding the Ghosts* (1997) and Derek Walcott's poem "The Sea Is History" (1979). To close the seminar, we will discuss Caryl Churchill's dystopian drama *Far Away* (2000).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* -hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase William Shakespeare's *As You Like It* (well-annotated edition), Julia Leigh's *The Hunter*, Fred D'Aguiar's *Feeding the Ghosts* and Caryl Churchill's *Far Away* and read at least Shakespeare's play prior to class. All other primary and secondary material will be provided on Stud.IP at the beginning of the term.

BritA, AAS2, AAS3: Contemporary British Drama

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar This course will familiarise students with contemporary developments, playwrights and genres in 21st-century British drama. Following a chronological order, we will begin with Caryl Churchill's short dystopian *Far Away* (2000), a play that the *Guardian* describes as unsettled and "a masterclass of tension". Subsequently, we will investigate Laura Wade's *Posh*, a play that portrays a group of Oxford students that are part of a fictionalised version of the Bullingdon Club. Afterwards, we will turn to Alan Bennett's *People* (2012), a play that features a South Yorkshire country house, its upper-class owners, and their attempts to manoeuvre Britain's heritage industry. Finally, we will read Maureen Lennon's *Us Against Whatever*, a karaoke cabaret that follows the experiences of the two female protagonists within Britain's precarious political climate in the run-up to the 2016 referendum.

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 that is predominantly based on the categories class and gender in order to investigate recent developments and themes in contemporary British drama.

Bemerkung *Registration* – 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –janna-lena.neumann@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Caryl Churchill: *Far Away* (2000)

Laura Wade: *Posh* (2010)

Alan Bennett: *People* (2012)

Maureen Lennon: *Us Against Whatever* (2019)

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

BritA, AAS2, AAS3: Restoration Theatre - Culture of Display and Disguise

Seminar, SWS: 2, Max. Teilnehmer: 40
Ippendorf, Elena

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar With the restoration of the monarchy and Charles II's ascendancy to the English throne in 1660, the institution of the theatre was restored as well. After an 18-year gap in theatrical production during the Interregnum, some customs were renegotiated. The first English actresses appeared on stage and boy-actors, young men trained to play female roles, became obsolete and were eventually banned.

In this course, we will be examining this turbulent and innovative period in English theatre history. We will chart the changes in comedy, the genre Restoration drama is best known for today, throughout the period, as well as look at Shakespearean adaptation and tragedy.

Beyond practising a close reading of this range of plays, a particular focus of this course will be exploring their political as well as material production contexts.

How were the theatre companies organised? Who were the first English actresses and how did their appearance change theatrical conventions? How did the performance spaces influence the productions? Who was in the audience? In what ways were notions of gender identity negotiated in performance both onstage as well as off? How did the series of political crisis of the time influence theatrical production? And, last but not least, how can Restoration drama be staged today? Pandemic permitting, we will be exploring answers to that last question performatively.

Bemerkung *Registration* – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Further Information* –elena.ippendorf@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase your own copies of the plays *The Country Wife* by William Wycherley (1675), *The Rover* by Aphra Behn (1677), *All for Love* by John Dryden (1677) and *Love's Last Shift* by Colley Cibber (1696) [all of which can be found for instance in Womersley, David. *Restoration Drama: An Anthology* (2000)]. All other texts will be made available on Stud.IP.

During term break please read up on the historical context of the restoration of the monarchy in 1660 as well as the basic principles of analysis of drama (see recommendations).

Recommended Reading

Fuchs, Elinor. "EF's Visit to a Small Planet: Some Questions to Ask a Play." (2004)

Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2014 (4. Auflage)

BritA, AAS2, AAS5, AS: South Africa: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar In this seminar, we will read fictional and historiographic texts about South Africa before and after the transition from the white minority rule of the apartheid system to a democratic society signaled by the first democratic elections of 1994. We will begin with Sindiwe Magona's *Mother to Mother* (1998) about post-apartheid violence, an issue which also features in *Disgrace* (1999), a novel by J.M. Coetzee, who won the Nobel Prize for Literature in 2003. To conclude, we will read Phaswanes Mpe's thematically disturbing and aesthetically challenging novel *Welcome to Our Hillbrow* (2001) about inner-city problems, migration and HIV/AIDS. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race, ethnicity and class as well as on the narrative strategies and tropes employed by the texts practicing the analytical terms from the Introduction to Literary Studies (AmerBritF1).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Clark, N. and W.H. Worger. *South Africa. The Rise and Fall of Apartheid* (2011)

Coetzee, J.M. *Disgrace* (1999)

Magona, Sindiwe. *Mother to Mother* (1998)

Mpe, Phaswane. *Welcome to our Hillbrow* (2001)

Please buy and bring your own copies of the novels by Coetzee, Magona and Mpe. Read all three of them during term break and familiarise yourself with South African and British colonial history. The chapters from the historiographic texts will be made available on Stud.IP.

Recommended Reading

Dalziel, Nigel. *The Penguin Historical Atlas of the British Empire* (2006)

Thompson, Leonard. *A History of South Africa* (4th ed. 2014)

LingA1**LingA1/A2, M7: Advanced Corpus Linguistics and Discourse Analysis - Blockseminar**

Seminar, SWS: 2
Hohaus, Pascal

Do Einzel 09:00 - 18:30 07.10.2021 - 07.10.2021 1502 - 703

Fr Einzel 09:00 - 18:30 08.10.2021 - 08.10.2021 1502 - 703

Sa Einzel 09:00 - 16:30 09.10.2021 - 09.10.2021 1502 - 703

Do Einzel 09:00 - 18:30 25.11.2021 - 25.11.2021

Bemerkung zur Gruppe ONLINE

Do Einzel 18:00 - 20:00 09.12.2021 - 09.12.2021 1502 - 703

Kommentar	In this seminar, we are concerned with two major approaches to studying language use: corpus linguistics and discourse linguistics. You will be introduced to their main premises, theoretical assumptions and methodological tools. We will apply their ideas to language in context (such as political language, learner language, and online communication) and will discuss ways of combining these two approaches. The PL consists of a written exam. Two to three weeks before the exam an additional date for practice will be offered.
Bemerkung	Size restriction – NA / Gasthörer: nein / Prerequisites – LingF1, LingF2 & LingF4 if applicable / Further Information – pascal.hohaus@engsem.~

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 003

Kommentar	This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.
Bemerkung	<i>Registration</i> – Stud.IP 1.9.-15.9.2021 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> –meike.paland@engsem.~
Literatur	All reading material will be provided in class

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 113

Kommentar	This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.
Bemerkung	<i>Registration</i> – Stud.IP 1.9.-15.9.2021 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> –meike.paland@engsem.~
Literatur	All reading material will be provided in class

LingA2

LingA1/A2, M7: Advanced Corpus Linguistics and Discourse Analysis - Blockseminar

Seminar, SWS: 2
Hohaus, Pascal

Do Einzel	09:00 - 18:30	07.10.2021 - 07.10.2021	1502 - 703
Fr Einzel	09:00 - 18:30	08.10.2021 - 08.10.2021	1502 - 703
Sa Einzel	09:00 - 16:30	09.10.2021 - 09.10.2021	1502 - 703
Do Einzel	09:00 - 18:30	25.11.2021 - 25.11.2021	
Bemerkung zur Gruppe	ONLINE		

Do Einzel 18:00 - 20:00 09.12.2021 - 09.12.2021 1502 - 703

Kommentar	In this seminar, we are concerned with two major approaches to studying language use: corpus linguistics and discourse linguistics. You will be introduced to their main premises, theoretical assumptions and methodological tools. We will apply their ideas to language in
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context (such as political language, learner language, and online communication) and will discuss ways of combining these two approaches.

The PL consists of a written exam. Two to three weeks before the exam an additional date for practice will be offered.

Bemerkung Size restriction – NA / Gasthörer: nein / Prerequisites – LingF1, LingF2 & LingF4 if applicable / Further Information – pascal.hohaus@engsem.~

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 003

Kommentar This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.

+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Di wöchentl. 10:00 - 12:00 12.10.2021 - 27.01.2022 1502 - 609

Kommentar This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.

+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

Lingua³

Seminar, SWS: 2
Altendorf, Ulrike| Becker, Lidia| Diewald, Gabriele

Di wöchentl. 16:00 - 18:00 19.10.2021 - 25.01.2022 1502 - 609

Di wöchentl. 18:00 - 20:00 19.10.2021 - 29.01.2022 1502 - 103

Kommentar	<p>LinguA³ - Linguistischer Arbeitskreis</p> <p>Linguistik ist weitaus mehr als grammatische Analyse... LinguA³ (Linguistischer Arbeitskreis) vermittelt Einblicke in die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsgebiete sowie interdisziplinärer Forschung und beruflicher Praxis. LinguA³ ist ein interdisziplinäres Seminar mit Gastvortragsreihe. Für die Gastvorträge werden in jedem Semester internationale Wissenschaftler/-innen aus der Germanistik, Anglistik und Romanistik eingeladen. Die Vortragsthemen sind bewusst vielseitig gewählt und sollen den Blick „über den Tellerrand“ hin öffnen. Im Wintersemester steht ein thematischer Schwerpunkt zu Sprache und Geschlecht im Deutschen, Englischen und Spanischen auf dem Programm.</p> <p>Im 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. Die drei Gastvorträge finden ebenfalls am Dienstag, allerdings von 18.00 bis 20.00 Uhr, statt.</p> <p>Die Gäste, ihre Vortragsthemen und die exakten Termine der Gastvorträge werden zu gegebener Zeit mitgeteilt.</p>
Bemerkung	<p>Vortragsreihe LinguA finden nach Ankündigung dienstags von 18-20 Uhr im Raum 103 statt.</p> <p>Termine werden dann bekanntgegeben.</p>

Foundations Language Practice (SP1/SP2)

SP1

SP1: Onlineveranstaltung - Vocabulary and Pronunciation Group 4

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

Di wöchentl. 14:00 - 16:00 19.10.2021 - 25.01.2022 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 01.09.21-22.10.21 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP1: Vocabulary and Pronunciation Group 1 - Präsenzseminar

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

Mo wöchentl. 10:00 - 12:00 18.10.2021 - 24.01.2022 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 01.09.21-22.10.21 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP1: Vocabulary and Pronunciation Group 2 - Präsenzseminar

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

Mo wöchentl. 12:00 - 14:00 18.10.2021 - 24.01.2022 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 01.09.21-22.10.21 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP1: Vocabulary and Pronunciation Group 3 - Präsenzseminar

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

Di wöchentl. 10:00 - 12:00 19.10.2021 - 25.01.2022 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 01.09.21-22.10.21 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP1: Vocabulary and Pronunciation Group 5 - Präsenzseminar

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

Mi wöchentl. 12:00 - 14:00 20.10.2021 - 26.01.2022 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 01.09.21-22.10.21 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP1: Vocabulary and Pronunciation Group 6 - Präsenzseminar

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

Fr wöchentl. 10:00 - 12:00 22.10.2021 - 28.01.2022 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 01.09.21-22.10.21 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP1: Vocabulary and Pronunciation Group 7 - Präsenzseminar

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

Fr wöchentl. 12:00 - 14:00 22.10.2021 - 28.01.2022 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 01.09.21-22.10.21 / *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
Schneller, Jill

Di wöchentl. 08:00 - 10:00 12.10.2021 - 25.01.2022 1502 - 609

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 01.09.21-15.09.21 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.~

SP3: Composition Group 2

Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20
Schneller, Jill

Do wöchentl. 08:00 - 10:00 14.10.2021 - 27.01.2022 1502 - 609

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 01.09.21-15.09.21 / *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
Wright, Linda Elsie

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 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 *Registration* – StudIP 01.09.21-15.09.21 / *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
Wright, Linda Elsie

Do wöchentl. 14:00 - 16:00 14.10.2021 - 27.01.2022 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 *Registration* – StudIP 01.09.21-15.09.21 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.~

SP3: Composition Group 5

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

Mi wöchentl. 14:00 - 16:00 13.10.2021 - 26.01.2022 1502 - 703

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

Bemerkung *Registration* – StudIP 01.09.21-15.09.21 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.~

SP4

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
Kuhrs Woltin, Alexander

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 615

Kommentar	<p>This introductory methodology course is obligatory for all student teachers and we recommend participation in the 3rd or 4th semester. This course is designed to initiate a transition from a former pupil to a future teacher perspective regarding the teaching and learning of English as a foreign language (EFL). It thus will provide student teachers with an overview on fundamental theoretical, empirical as well as pedagogical areas that are involved in the process of teaching and learning EFL. Specifically, the course will cover: European and national language learning policies, second language learning theories, from methods to principles of teaching EFL intercultural communicative competence, receptive, productive, and mediation skills teaching grammar and vocabulary teaching literature digitalization and modern media.</p> <p>We will also address the issue of heterogeneity in the EFL classroom by outlining means of internal differentiation and the educational mandate of inclusion. The promotion of (foreign) language learning as individual and collaborative achievement, developing learner- and learning-centred teaching, and supporting task-based learning will be focused on as particularly relevant issues for today's teaching of EFL. The main topics will be introduced, and they will be consolidated and deepened against the background of relevant research and examples of good classroom practices.</p> <p>The course is based on Grimm, N. Meyer M. und Volkmann, L. Teaching English. Narr, 2015. Purchasing this textbook is highly recommended.</p> <p>An optional tutorial will be offered.</p> <p>To receive course credit (<i>Studienleistung</i>) you will have to pass two out of four online quizzes and collaboratively work on a case study in groups. The final examination (<i>Prüfungsleistung</i>) will be a written exam.</p>
Bemerkung	<p><i>Registration</i> – StudIP 01.09. - 15.10.21 / <i>Size restriction</i> – 30 / <i>Prerequisites</i> – none / <i>Further Information</i> – alexander.kuhrs.woltin@engsem.uni-hannover.de</p>
Literatur	<p><i>Obligatory Reading</i>: Grimm N. Meyer M. und Volkmann, L. Teaching English. Narr, 2015. Additional texts will be posted on StudIP.</p>

DidF1: Introduction to Teaching English as a Foreign Language

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

Do wöchentl. 08:00 - 10:00 14.10.2021 - 27.01.2022 1502 - 615

Kommentar	<p>This introductory methodology course is obligatory for all student teachers and we recommend participation in the 3rd or 4th semester. This course is designed to initiate a transition from a former pupil to a future teacher perspective regarding the teaching and learning of English as a foreign language (EFL). It thus will provide student teachers with an overview on fundamental theoretical, empirical as well as pedagogical areas that are involved in the process of teaching and learning EFL. Specifically, the course will cover: European and national language learning policies, second language learning theories, from methods to principles of teaching EFL intercultural communicative competence, receptive, productive, and mediation skills teaching grammar and vocabulary teaching literature digitalization and modern media.</p> <p>We will also address the issue of heterogeneity in the EFL classroom by outlining means of internal differentiation and the educational mandate of inclusion. The promotion of (foreign) language learning as individual and collaborative achievement, developing learner- and learning-centred teaching, and supporting task-based learning will be focused on as particularly relevant issues for today's teaching of EFL. The main topics will be introduced, and they will be consolidated and deepened against the background of relevant research and examples of good classroom practices.</p> <p>The course is based on Grimm, N. Meyer M. und Volkmann, L. Teaching English. Narr, 2015. Purchasing this textbook is highly recommended.</p> <p>An optional tutorial will be offered.</p> <p>To receive course credit (<i>Studienleistung</i>) you will have to pass two out of four online quizzes and collaboratively work on a case study in groups. The final examination (<i>Prüfungsleistung</i>) will be a written exam.</p>
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Bemerkung *Registration* – StudIP 01.09. - 15.10.21 / *Size restriction* – 30 / *Prerequisites* – DidF1 / *Further Information* – gabriele.blell@engsem.uni-hannover.de

DidF1: Introduction to Teaching English as a Foreign Language

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

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 615

Kommentar This introductory methodology course is obligatory for all student teachers and we recommend participation in the 3rd or 4th semester. This course is designed to initiate a transition from a former pupil to a future teacher perspective regarding the teaching and learning of English as a foreign language (EFL). It thus will provide student teachers with an overview on fundamental theoretical, empirical as well as pedagogical areas that are involved in the process of teaching and learning EFL. Specifically, the course will cover: European and national language learning policies, second language learning theories, from methods to principles of teaching EFL intercultural communicative competence, receptive, productive, and mediation skills teaching grammar and vocabulary teaching literature digitalization and modern media.

We will also address the issue of heterogeneity in the EFL classroom by outlining means of internal differentiation and the educational mandate of inclusion. The promotion of (foreign) language learning as individual and collaborative achievement, developing learner- and learning-centred teaching, and supporting task-based learning will be focused on as particularly relevant issues for today's teaching of EFL. The main topics will be introduced, and they will be consolidated and deepened against the background of relevant research and examples of good classroom practices.

The course is based on Grimm, N. Meyer M. und Volkmann, L. Teaching English. Narr, 2015. Purchasing this textbook is highly recommended.

An optional tutorial will be offered.

To receive course credit (*Studienleistung*) you will have to pass two out of four online quizzes and collaboratively work on a case study in groups. The final examination (*Prüfungsleistung*) will be a written exam.

Bemerkung *Registration* – StudIP 01.09. - 15.10.2021 / *Size restriction* – 30 / *Further Information* – alexander.woltin@engsem.uni-hannover.de

Literatur *Obligatory Reading*: Grimm N. Meyer M. und Volkmann, L. Teaching English. Narr, 2015. Additional texts will be posted on StudIP.

DidF2

DidF2: Blended Learning in the FFL Classroom

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

Di wöchentl. 10:00 - 12:00 12.10.2021 - 25.01.2022 1502 - 615

Kommentar The Corona pandemic has led to many changes in educational institutions, and since the binding requirements of the Ministers of Education and Cultural Affairs on mixed forms of face-to-face and online teaching, the concept of blended learning is gradually becoming increasingly relevant. Blended learning (= asynchronous online learning and synchronous face-to-face teaching) and the use of digital educational media establish a didactic and methodological playing field for teaching English as a foreign language. In this seminar, we will explore how receptive (i.e., listening and reading) and productive (i.e., speaking and writing) skills as well as language means can be taught in digital and virtual environments using corresponding technological tools (e.g., computers, laptops, tablets, smartphones).

To receive course credit (*Studienleistung*) you will have to collaboratively present an assigned topic in an interactive and product-oriented way.

Bemerkung *Registration* – StudIP 01.09. - 15.09.2021 / *Size restriction* – 25 / *Prerequisites* – DidF1 / *Further Information* – alexander.woltin@engsem.uni-hannover.de

Literatur Check the syllabus on Stud-IP.

DidF2: Differentiated Instruction

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

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 1502 - 615

Kommentar Teachers increasingly need to look after the diverse needs and abilities of their learners today. Adapting activities for different learners while keeping this in balance with standardization & differentiation and competence orientation can be an extremely demanding task. Tomlinson and Imbeau (2010) describe differentiation as creating a balance between academic content and students' individual needs. They suggest that this balance is achieved by modifying four specific elements related to the curriculum: content, process, product, and affect. The teacher continually has to ask him/herself: "What does this student need at this moment in order to be able to progress with this key content, and what do I need to do to make that happen?" (p. 14).

The aim of this course is to reach an intense study of and focus on the topic of differentiation in teaching EFL. During the seminar you will experience the various fields of differentiation, analyse and discuss videotaped differentiated instruction scenarios, plan differentiated learning phases yourself etc. Furthermore, you will get to know a variety of learner-centred and activating learning methods within this context.

Tomlinson, C. A., & Imbeau, M. B. *Leading and managing a differentiated classroom*. ASC, 2010.

To receive course credit (*Studienleistung*) you will have to work on a collection of several assignments with your study buddy, which have to be uploaded on StudIP (in your personal Wiki).

Bemerkung *Registration* – StudIP 01.09. – 15.09.2021 / *Size restriction* – 25 / *Prerequisites* – DidF1 / *Further Information* – gabriele.blell@engsem.uni-hannover.de

Literatur u.a. Blell, Gabriele/Oldendörp, Jana (Eds.): *Diversität im Fokus fachdidaktischer und sonderpädagogischer Perspektiven - Inklusiven Englischunterricht planen (lernen)*. Peter Lang, 2021.
Tomlinson, C. A., & Imbeau, M. B. *Leading and managing a differentiated classroom*. ASC, 2010.

Empirische Forschungsmethoden in der Fremdsprachendidaktik

Seminar, SWS: 2, Max. Teilnehmer: 30
Oldendörp, Jana

Fr wöchentl. 14:00 - 16:00 15.10.2021 - 28.01.2022 1502 - 615

Kommentar Diese Veranstaltung ist eine Einführung in die Techniken wissenschaftlichen Arbeitens. Hierbei werden qualitative und quantitative Forschungsmethoden, die in der Fremdsprachendidaktik angewendet werden, vorgestellt und die Grundlagen guter wissenschaftlicher Praxis vermittelt. Unter anderem werden die Konzeption von Fragebögen und Interviews, deren Auswertung und die Anwendung verschiedener Interpretationsverfahren Gegenstand dieser Veranstaltung sein. Diese Differenzierung verschiedener Forschungsmethoden wird anhand von exemplarischen Best-Practice Beispielen und realitätsnahen Aufgabenstellungen eingeübt. Theoretische Hintergründe werden einführend vorgestellt. Ferner werden fundierte Kenntnisse über Zitierregeln nach MLA Citations und über die Nutzungsmöglichkeiten von Literaturdatenbanken wiederholt.

Bemerkung: Diese Veranstaltung richtet sich an BA und MA-Studierende, die in der Fremdsprachendidaktik ihre Abschlussarbeit planen. Es handelt sich um eine fakultative Veranstaltung, es werden keine Leistungspunkte vergeben. Die Veranstaltung ist als synchrones Online-Seminar geplant. In Absprache mit den teilnehmenden Studierenden werden dann bestimmte Termine als Präsenzveranstaltung stattfinden.

Bemerkung *Registration* – StudIP 01.09.-15.09.2021 / *Size restriction* 30 / *Prerequisites* – none / *Further Information* – jana.oldendoerp@engsem.uni-hannover.de

- Literatur Caspari, D., Klippel, F., Legutke, M., Schramm, K. (Hrsg.) (2016): Forschungsmethoden in der Fremdsprachendidaktik. Ein Handbuch. Tübingen: Narr.
- Doff, S. (Hrsg.) (2012): Fremdsprachenunterricht empirisch erforschen: Grundlagen – Methoden – Anwendung, Tübingen: Narr.
- Weitere Literatur: siehe Stud.IP

Language Practice Elective (SPE1/SPE2) (außerschulisch)

SP E1

SPE/SK: Digitalisation in the Classroom

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Gans, Anne| Schneller, Jill| Wright, Linda Elsie

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 609

Kommentar This course focusses on the changing world of the digitalisation of the classroom. We will examine a number of online resources for teaching and learning language and ways to incorporate digital activities into assessment tasks. We will also discuss what needs to be taken into consideration for online instruction and the use of smart media in the classroom, as well as issues such as fake news and the media. Each group will be taught by all three instructors on a rotating schedule, so students will experience three instructors with a diverse range of experience, expertise, teaching styles, backgrounds and pronunciations.

The partner course (Diversity) will be taught parallel. Students who wish to become teachers AND began studying after 1 October, 2019, need only take one of the two courses for credit for Schlüsselkompetenz Bereich B but may participate in the other course also for fun, provided there are free places.

This course counts for EITHER Language Practice Elective (SPE) OR Schlüsselkompetenzen (SK).

Credits:

Außerschulisch FÜBA: SPE1 or SPE2 or SK A or SK B

Lehramt FÜBA/TE, started before Oct 2019: SK A or SK B

Lehramt FÜBA/TE, started since Oct 2019: SK B

Master: just for fun

Bemerkung Registration – StudIP 01.09.21-15.09.21 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: one written task/oral presentation. PL (SPE): 90-minute written exam / Further Information – anne.gans@engsem.~

SPE/SK: Diversity Group 1

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Gans, Anne| Schneller, Jill| Wright, Linda Elsie

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 709

Kommentar This course discusses the concept of diversity in general and with particular focus on diversity of a learner group. We will examine some theory and concentrate on practical tasks to work with diverse groups. Each group will be taught by all three instructors on a rotating schedule, so students will experience three instructors with a diverse range of experience, expertise, teaching styles, backgrounds and pronunciations. While the main focus will be on diversity in the classroom, the concepts and tasks will also be applicable to working with any diverse professional group.

The partner course (Digitalisation in the Classroom) will be taught parallel. Students who began studying after 1 October, 2019, need only take one of the two courses for credit for Schlüsselkompetenz Bereich B but may participate in the other course also for fun, provided there are free places.

This course counts for EITHER Language Practice Elective (SPE) OR Schlüsselkompetenzen (SK).

Credits:

Außerschulisch FÜBA: SPE1 or SPE2 or SK A or SK B

Lehramt FÜBA/TE, started before Oct 2019: SK A or SK B

Lehramt FÜBA/TE, started since Oct 2019: SK B

Master: just for fun

Bemerkung Registration – StudIP 01.09.21-15.09.21 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: one written task/oral presentation. PL (SPE): 90-minute written exam / Further Information – anne.gans@engsem.~

SPE/SK: Investigating Song Texts (Blockkurs)

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

Block	09:30 - 15:00	04.10.2021 - 08.10.2021	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 (SPE) OR Schlüsselkompetenzen (SK).		
	Credits:		
	Außerschulisch FÜBA: SPE1 or SPE2 or SK A or SK B		
	Lehramt FÜBA/TE, started before Oct 2019: SK A or SK B		
	Lehramt FÜBA/TE, started since Oct 2019: just for fun		
	Master: just for fun		
Bemerkung	<i>Registration – StudIP 01.09.21-15.09.21 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: one written task + one oral presentation. PL (SPE): 90-minute exam / Further Information – anne.gans@engsem.~</i>		

SP E2

SPE/SK: Digitalisation in the Classroom

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Gans, Anne| Schneller, Jill| Wright, Linda Elsie

Do wöchentl.	10:00 - 12:00	14.10.2021 - 27.01.2022	1502 - 609
Kommentar	This course focusses on the changing world of the digitalisation of the classroom. We will examine a number of online resources for teaching and learning language and ways to incorporate digital activities into assessment tasks. We will also discuss what needs to be taken into consideration for online instruction and the use of smart media in the classroom, as well as issues such as fake news and the media. Each group will be taught by all three instructors on a rotating schedule, so students will experience three instructors with a diverse range of experience, expertise, teaching styles, backgrounds and pronunciations.		
	The partner course (Diversity) will be taught parallel. Students who wish to become teachers AND began studying after 1 October, 2019, need only take one of the two courses for credit for Schlüsselkompetenz Bereich B but may participate in the other course also for fun, provided there are free places.		
	This course counts for EITHER Language Practice Elective (SPE) OR Schlüsselkompetenzen (SK).		
	Credits:		

Außerschulisch FÜBA: SPE1 or SPE2 or SK A or SK B

Lehramt FÜBA/TE, started before Oct 2019: SK A or SK B

Lehramt FÜBA/TE, started since Oct 2019: SK B

Master: just for fun

Bemerkung

Registration – StudIP 01.09.21-15.09.21 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: one written task/oral presentation. PL (SPE): 90-minute written exam / Further Information – anne.gans@engsem.~

SPE/SK: Diversity Group 1

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Gans, Anne | Schneller, Jill | Wright, Linda Elsie

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 709

Kommentar

This course discusses the concept of diversity in general and with particular focus on diversity of a learner group. We will examine some theory and concentrate on practical tasks to work with diverse groups. Each group will be taught by all three instructors on a rotating schedule, so students will experience three instructors with a diverse range of experience, expertise, teaching styles, backgrounds and pronunciations. While the main focus will be on diversity in the classroom, the concepts and tasks will also be applicable to working with any diverse professional group.

The partner course (Digitalisation in the Classroom) will be taught parallel. Students who began studying after 1 October, 2019, need only take one of the two courses for credit for Schlüsselkompetenz Bereich B but may participate in the other course also for fun, provided there are free places.

This course counts for EITHER Language Practice Elective (SPE) OR Schlüsselkompetenzen (SK).

Credits:

Außerschulisch FÜBA: SPE1 or SPE2 or SK A or SK B

Lehramt FÜBA/TE, started before Oct 2019: SK A or SK B

Lehramt FÜBA/TE, started since Oct 2019: SK B

Master: just for fun

Bemerkung

Registration – StudIP 01.09.21-15.09.21 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: one written task/oral presentation. PL (SPE): 90-minute written exam / Further Information – anne.gans@engsem.~

SPE/SK: Investigating Song Texts (Blockkurs)

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

Block 09:30 - 15:00 04.10.2021 - 08.10.2021 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 (SPE) OR Schlüsselkompetenzen (SK).

Credits:

Außerschulisch FÜBA: SPE1 or SPE2 or SK A or SK B

Lehramt FÜBA/TE, started before Oct 2019: SK A or SK B

Lehramt FÜBA/TE, started since Oct 2019: just for fun

Master: just for fun

Bemerkung *Registration* – StudIP 01.09.21-15.09.21 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: one written task + one oral presentation. PL (SPE): 90-minute exam / *Further Information* – anne.gans@engsem.~

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

AmerA

AmerA/AA2/AAS4: Post-World-War II American Science Fiction in Literature, Film and Television

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

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar This seminar offers a broad overview on the history of (mostly US-)American science fiction since the Second World War and considers seminal examples in a variety of forms and media. Narratives discussed in this seminar include short stories by Philip K. Dick, Octavia E. Butler's novel *Wild Seed* (1980), Margaret Atwood's *The Handmaid's Tale* (1985), popular science fiction films such as *Forbidden Planet* (1956) and *Blade Runner* (1982, based on Dick's novel *Do Androids Dream of Electric Sheep?*), as well as sci-fi television series such as *Star Trek* (1966-69) or the recent adaptation of Atwood's *Handmaid's Tale* (since 2017). We will also discuss influential theoretical work on the genre and consider the differences between (and shared concerns of) literary sci-fi texts and their screen adaptations.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur Please purchase Margaret Atwood's *The Handmaid's Tale* and Octavia E. Butler's *Wild Seed*. Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 609

Kommentar Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, *Gender Trouble* (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well provide the opportunity for discussion collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the 1619 Project, which also considers performativity in terms of historiography and the US's legacy race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur Please purchase Judith Butler's *Gender Trouble*. Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, *Gender Trouble* (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well as provide the opportunity for discussion and collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the *1619 Project*, which also considers performativity in terms of historiography and the US's legacy of race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur Please purchase Judith Butler's *Gender Trouble*. Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3: Weak Theories

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 615

Kommentar In this class on theory, we will read and work with texts that were developed in the field of phenomenology, affect theory, indigenous studies, environmental humanities, and Black feminist studies. Based on ideas developed by Spinoza, Gilles Deleuze, or queer theorist Eve Kosofsky Sedgwick, in recent years the humanities have witnessed a turn towards a critical engagement that questions the traditional opposition of reason and emotion, mind and body, as well as linearities and hierarchies of knowledges.

We will discuss theoretical approaches which formulate a critique around what Benjamin Kahan called a "Weak Theory." We will engage with approaches of reparative reading, felt theory, and the affective turn. As this class wants to show, our ways of thinking and theorizing about the world also translate into practical engagement with our social environment.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 1.09.-15.09.2021; MAAS 17.09.-30.09.2021 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~

Literatur Also, we will read Ocean Vuong's *On Earth We're Briefly Gorgeous* (2019). Please purchase a copy of this novel (*NOT* on amazon).

All other texts will be made available on StudIP.

AmerA, AAS1: Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 40
Brasch, Ilka| Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 11.10.2021 - 27.01.2022 1502 - 609

Kommentar This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help

us understand the ways in which earlier approaches remain relevant and in which they tend to be challenged. This class will not provide an overview of the different stages of theorization from the past to the present, but rather be concerned with how literary studies 'work,' and how students can engage with and employ theory in their own work. To this end, we will explore different modes of reading and of analysis, such as close reading and reading 'against the grain,' moving from critical inquiry to practical application.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~ or ruth.mayer@engsem.~

Literatur Will be made available on StudIP.

AmerA/AAS2/3/4: Photography and Narrative

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar This class is occasioned by the exhibition *True Pictures? Contemporary Photography from Canada and the United States*, which will take place in the Sprengel Museum in Hannover from November to February. The division of American Studies will host a one-day symposium with talks and discussions about photography and storytelling on January 21 in the Sprengel Museum. This will be a mandatory part of the class, please be sure that you are available at this date and can participate. The class will engage with the exhibition, and thus ask about photography as art, but it will also go beyond this and take into account photography's history as an instrument of documentation, identification, social surveillance and private use. Throughout the semester, we will be concerned with the story-telling capacity of photographs, and thus also look closely at photobooks, literary and filmic representations of photography and other mixed-media approaches.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

Literatur All course texts will be made available on StudIP.

AmerA/AAS2/AAS3/AAS4: Christmas in America: History, Ideology, and Popular Culture

Seminar, SWS: 2, Max. Teilnehmer: 40
Loock, Kathleen

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar In this course, we will trace the history of Christmas in America from colonial days to today and discuss the shifting nature of the holiday in terms of its cultural, religious, political, and economic meanings. Puritans in colonial Massachusetts outlawed Christmas. They rejected the holiday's carnival origins celebrating disorder and the temporary inversion of established (social) hierarchies because it created an occasion for drunkenness and riot. Christmas traditions as we know them (with tinsel trees, filled stockings, Christmas cards, and Santa Claus) only emerged in the mid-nineteenth century when the rambunctious, carnivalesque holiday was reimagined as a family-centered, domestic affair that took place in the home, no longer in the public sphere. Charles Dickens's *A Christmas Carol* (1843) fueled this "invention of tradition" (Eric Hobsbawm) and visual culture (ranging from illustrations in books and magazines, advertisements and Christmas cards to holiday movies) was crucial for the construction of modern Christmas as a holiday that merges materialism and normative family values. The course will provide you with the historical and theoretical background against which we will analyze our primary material consisting of Christmas literature and print media as well as classic Christmas songs and movies.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

Literatur Will be made available on StudIP.

AmerA/AAS2/AAS3, AS: The 1619 Project (and Beyond)

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

Do wöchentl. 14:00 - 16:00 21.10.2021 - 27.01.2022 1502 - 703

Kommentar In August 2019, the *New York Times Magazine* launched the *1619 Project*, a special issue of the magazine that contains essays, poems, and fiction that re-read United States history through the lens of slavery. The project was accompanied by news articles, live events, and a podcast, expanding beyond the confines of a magazine issue. Particularly because of its revisionist historiography and political appeal, the project received both praise and criticism, sparking debates about the impact of slavery, the practice and function of history, and more. In this class, we will engage closely with the material the *1619 Project* has to offer and study the multiple affirmatory and critical responses it garnered. We will additionally contextualize the project by engaging with literature that reflects on the history of slavery, particularly Colson Whitehead's 2016 novel *The Underground Railroad*. The class will conclude with a longer session at the Hannover Kunstverein on February 7th, where we will visit an exhibit by, as well as meet with, the artist Kameelah Janan Rasheed. Her work engages with questions of both race and gender, and we will cooperate with Abby Fagan's class for this event. Please note that the course dates are slightly different in order to make the February event with Rasheed possible.

Dates: 21.10.2021 – 16.12.2021, 13.01.2022 - 27.01.2022, and Monday, 07.02.2022 (all day)

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Literatur During the semester, you will be asked to buy a copy of Whitehead's *The Underground Railroad*.

BritA

BritA, AAS1: Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers as well as bachelor's and master's theses.

As a preparation for each class you are asked to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as the descriptive chapter by Peter Barry. Relying on the analytical categories from the Introduction to Literary Studies (AmerBritF1) and the historical knowledge from the BritF2 Survey Lecture we will apply the theories to Charlotte Brontë's novel *Jane Eyre* (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text. The non-graded course work will be a short excerpt covering one chapter of Barry's *Beginning Theory*.

Bemerkung *Reader* – Copyshop Stork (Körnerstraße 3) from 11.10.2021 and Stud.IP / *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Barry, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. 4th ed. Manchester University Press, 2017.

Brontë, Charlotte. *Jane Eyre*. Norton, 2001 or 2016. Instead of the Norton editions, you may use the Oxford World's Classics or the Penguin Classics editions (complete with introduction and notes).

Please buy your own copies of Brontë's novel and of Peter Barry's *Beginning Theory*. The theoretical texts covered in the seminar will be available free of charge in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP.

Please read Charlotte Brontë's novel during term break, i.e. before the course begins.

BritA, AAS2, AAS3, AAS5, AS: British and Postcolonial Studies

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

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar

This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis. Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British and British-Caribbean literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we may discuss as well.

We will use the novel to practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Please study the "Guidelines and Reading Material. British and Postcolonial Studies" (see below) prior to class. For your revision of British and Postcolonial literary history, theories and methods I recommend Martin Middeke et al. (eds.) *English and American Studies. Theory and Practice*. J.B. Metzler, 2012 (available free of charge via Springer).

Bemerkung

Registration – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Andrea Levy. *The Long Song* (2010)

BritA, AAS2, AAS3, AAS5, AS: Greening the Library: Ecocritical Approaches to Literature and Film

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

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar Over the last twenty-five years, ecocriticism has become a central theory in literary and cultural studies. Subscribing to the idea that environment matters and does not merely serve as the 'background' of a story, ecocriticism explores the ways in which relationships between human beings, culture and nature are constructed. Informed by an avowedly political agenda, this seminar goes beyond a 'green' moral of sustainability and ties literary analysis to issues of power, (in)equality, class, race, gender, economy and consumerism. Probing the rich variety of 'earth-centred' approaches, we will begin with Shakespeare's comedy *As You Like It* (1623) to discuss what functions the setting in the fictional forest of Arden has for the play. Continuing to explore the political dimensions of the pastoral, we shall analyse Romantic poetry by William Wordsworth and John Clare before we move on to study Australian constructions of wilderness in Julia Leigh's novel *The Hunter* (1999). We shall then turn to representations of the seascape as metaphors for the 'middle passage' in Fred D'Aguiar's novel *Feeding the Ghosts* (1997) and Derek Walcott's poem "The Sea Is History" (1979). To close the seminar, we will discuss Caryl Churchill's dystopian drama *Far Away* (2000).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* -hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase William Shakespeare's *As You Like It* (well-annotated edition), Julia Leigh's *The Hunter*, Fred D'Aguiar's *Feeding the Ghosts* and Caryl Churchill's *Far Away* and read at least Shakespeare's play prior to class. All other primary and secondary material will be provided on Stud.IP at the beginning of the term.

BritA, AAS2, AAS3: Contemporary British Drama

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar This course will familiarise students with contemporary developments, playwrights and genres in 21st-century British drama. Following a chronological order, we will begin with Caryl Churchill's short dystopian *Far Away* (2000), a play that the *Guardian* describes as unsettled and "a masterclass of tension". Subsequently, we will investigate Laura Wade's *Posh*, a play that portrays a group of Oxford students that are part of a fictionalised version of the Bullingdon Club. Afterwards, we will turn to Alan Bennett's *People* (2012), a play that features a South Yorkshire country house, its upper-class owners, and their attempts to manoeuvre Britain's heritage industry. Finally, we will read Maureen Lennon's *Us Against Whatever*, a karaoke cabaret that follows the experiences of the two female protagonists within Britain's precarious political climate in the run-up to the 2016 referendum.

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 that is predominantly based on the

categories class and gender in order to investigate recent developments and themes in contemporary British drama.

Bemerkung *Registration* – 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –janna-lena.neumann@engsem.~
Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Caryl Churchill: *Far Away* (2000)

Laura Wade: *Posh* (2010)

Alan Bennett: *People* (2012)

Maureen Lennon: *Us Against Whatever* (2019)

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

BritA, AAS2, AAS3: Restoration Theatre - Culture of Display and Disguise

Seminar, SWS: 2, Max. Teilnehmer: 40
Ippendorf, Elena

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar With the restoration of the monarchy and Charles II's ascendancy to the English throne in 1660, the institution of the theatre was restored as well. After an 18-year gap in theatrical production during the Interregnum, some customs were renegotiated. The first English actresses appeared on stage and boy-actors, young men trained to play female roles, became obsolete and were eventually banned.

In this course, we will be examining this turbulent and innovative period in English theatre history. We will chart the changes in comedy, the genre Restoration drama is best known for today, throughout the period, as well as look at Shakespearean adaptation and tragedy.

Beyond practising a close reading of this range of plays, a particular focus of this course will be exploring their political as well as material production contexts.

How were the theatre companies organised? Who were the first English actresses and how did their appearance change theatrical conventions? How did the performance spaces influence the productions? Who was in the audience? In what ways were notions of gender identity negotiated in performance both onstage as well as off? How did the series of political crisis of the time influence theatrical production? And, last but not least, how can Restoration drama be staged today? Pandemic permitting, we will be exploring answers to that last question performatively.

Bemerkung *Registration* – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –elena.ippendorf@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase your own copies of the plays *The Country Wife* by William Wycherley (1675), *The Rover* by Aphra Behn (1677), *All for Love* by John Dryden (1677) and

Love's Last Shift by Colley Cibber (1696) [all of which can be found for instance in Womersley, David. *Restoration Drama: An Anthology* (2000)]. All other texts will be made available on Stud.IP.

During term break please read up on the historical context of the restoration of the monarchy in 1660 as well as the basic principles of analysis of drama (see recommendations).

Recommended Reading

Fuchs, Elinor. "EF's Visit to a Small Planet: Some Questions to Ask a Play." (2004)

Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2014 (4. Auflage)

BritA, AAS2, AAS5, AS: South Africa: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar In this seminar, we will read fictional and historiographic texts about South Africa before and after the transition from the white minority rule of the apartheid system to a democratic society signaled by the first democratic elections of 1994. We will begin with Sindiwe Magona's *Mother to Mother* (1998) about post-apartheid violence, an issue which also features in *Disgrace* (1999), a novel by J.M. Coetzee, who won the Nobel Prize for Literature in 2003. To conclude, we will read Phaswanes Mpe's thematically disturbing and aesthetically challenging novel *Welcome to Our Hillbrow* (2001) about inner-city problems, migration and HIV/AIDS. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race, ethnicity and class as well as on the narrative strategies and tropes employed by the texts practicing the analytical terms from the Introduction to Literary Studies (AmerBritF1).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Clark, N. and W.H. Worger. *South Africa. The Rise and Fall of Apartheid* (2011)

Coetzee, J.M. *Disgrace* (1999)

Magona, Sindiwe. *Mother to Mother* (1998)

Mpe, Phaswane. *Welcome to our Hillbrow* (2001)

Please buy and bring your own copies of the novels by Coetzee, Magona and Mpe. Read all three of them during term break and familiarise yourself with South African and British colonial history. The chapters from the historiographic texts will be made available on Stud.IP.

Recommended Reading

Dalziel, Nigel. *The Penguin Historical Atlas of the British Empire* (2006)

Thompson, Leonard. *A History of South Africa* (4th ed. 2014)

*LingA1***LingA1/A2, M7: Advanced Corpus Linguistics and Discourse Analysis - Blockseminar**

Seminar, SWS: 2
Hohaus, Pascal

Do Einzel	09:00 - 18:30	07.10.2021 - 07.10.2021	1502 - 703
Fr Einzel	09:00 - 18:30	08.10.2021 - 08.10.2021	1502 - 703
Sa Einzel	09:00 - 16:30	09.10.2021 - 09.10.2021	1502 - 703
Do Einzel	09:00 - 18:30	25.11.2021 - 25.11.2021	

Bemerkung zur Gruppe ONLINE

Do Einzel	18:00 - 20:00	09.12.2021 - 09.12.2021	1502 - 703
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Kommentar In this seminar, we are concerned with two major approaches to studying language use: corpus linguistics and discourse linguistics. You will be introduced to their main premises, theoretical assumptions and methodological tools. We will apply their ideas to language in context (such as political language, learner language, and online communication) and will discuss ways of combining these two approaches.
The PL consists of a written exam. Two to three weeks before the exam an additional date for practice will be offered.

Bemerkung Size restriction – NA / Gasthörer: nein / Prerequisites – LingF1, LingF2 & LingF4 if applicable / Further Information – pascal.hohaus@engsem.~

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Mo wöchentl.	12:00 - 14:00	11.10.2021 - 24.01.2022	1502 - 003
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Kommentar This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Mi wöchentl.	10:00 - 12:00	13.10.2021 - 26.01.2022	1502 - 113
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Kommentar This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA2

LingA1/A2, M7: Advanced Corpus Linguistics and Discourse Analysis - Blockseminar

Seminar, SWS: 2
Hohaus, Pascal

Do Einzel	09:00 - 18:30	07.10.2021 - 07.10.2021	1502 - 703
Fr Einzel	09:00 - 18:30	08.10.2021 - 08.10.2021	1502 - 703
Sa Einzel	09:00 - 16:30	09.10.2021 - 09.10.2021	1502 - 703
Do Einzel	09:00 - 18:30	25.11.2021 - 25.11.2021	

Bemerkung zur Gruppe ONLINE

Do Einzel	18:00 - 20:00	09.12.2021 - 09.12.2021	1502 - 703
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Kommentar In this seminar, we are concerned with two major approaches to studying language use: corpus linguistics and discourse linguistics. You will be introduced to their main premises, theoretical assumptions and methodological tools. We will apply their ideas to language in context (such as political language, learner language, and online communication) and will discuss ways of combining these two approaches. The PL consists of a written exam. Two to three weeks before the exam an additional date for practice will be offered.

Bemerkung Size restriction – NA / Gasthörer: nein / Prerequisites – LingF1, LingF2 & LingF4 if applicable / Further Information – pascal.hohaus@engsem.~

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Do wöchentl.	10:00 - 12:00	14.10.2021 - 27.01.2022	1502 - 003
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Kommentar This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.

+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Di wöchentl.	10:00 - 12:00	12.10.2021 - 27.01.2022	1502 - 609
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Kommentar This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the

wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.

+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LinguA³

Seminar, SWS: 2
Altendorf, Ulrike| Becker, Lidia| Diewald, Gabriele

Di wöchentl. 16:00 - 18:00 19.10.2021 - 25.01.2022 1502 - 609

Di wöchentl. 18:00 - 20:00 19.10.2021 - 29.01.2022 1502 - 103

Kommentar LinguA³ - Linguistischer Arbeitskreis

Linguistik ist weitaus mehr als grammatische Analyse... LinguA³ (Linguistischer Arbeitskreis) vermittelt Einblicke in die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsgebiete sowie interdisziplinärer Forschung und beruflicher Praxis. LinguA³ ist ein interdisziplinäres Seminar mit Gastvortragsreihe. Für die Gastvorträge werden in jedem Semester internationale Wissenschaftler/-innen aus der Germanistik, Anglistik und Romanistik eingeladen. Die Vortragsthemen sind bewusst vielseitig gewählt und sollen den Blick „über den Tellerrand“ hin öffnen. Im Wintersemester steht ein thematischer Schwerpunkt zu Sprache und Geschlecht im Deutschen, Englischen und Spanischen auf dem Programm.

Im 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. Die drei Gastvorträge finden ebenfalls am Dienstag, allerdings von 18.00 bis 20.00 Uhr, statt.

Die Gäste, ihre Vortragsthemen und die exakten Termine der Gastvorträge werden zu gegebener Zeit mitgeteilt.

Bemerkung Vortragsreihe LinguA finden nach Ankündigung dienstags von 18-20 Uhr im Raum 103 statt.

Termine werden dann bekanntgegeben.

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

AmerA

AmerA/AA2/AAS4: Post-World-War II American Science Fiction in Literature, Film and Television

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

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar This seminar offers a broad overview on the history of (mostly US-)American science fiction since the Second World War and considers seminal examples in a variety of forms and media. Narratives discussed in this seminar include short stories by Philip K. Dick, Octavia E. Butler's novel *Wild Seed* (1980), Margaret Atwood's *The Handmaid's Tale* (1985), popular science fiction films such as *Forbidden Planet* (1956) and *Blade Runner* (1982, based on Dick's novel *Do Androids Dream of Electric Sheep?*), as well as sci-fi television series such as *Star Trek* (1966-69) or the recent adaptation of Atwood's *Handmaid's Tale* (since 2017). We will also discuss influential theoretical work on the genre and consider the differences between (and shared concerns of) literary sci-fi texts and their screen adaptations.

- Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 /
Prerequisites – BA: Intermediate Literature and Culture, MA: none / Further information –
 felix.brinker@engsem.~
- Literatur Please purchase Margaret Atwood's *The Handmaid's Tale* and Octavia E. Butler's *Wild Seed*. Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 609

Kommentar Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, *Gender Trouble* (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well as provide the opportunity for discussion collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the *1619 Project*, which also considers performativity in terms of historiography and the US's legacy of race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)

- Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 /
Prerequisites – BA: Intermediate Literature and Culture, MA: none / Further information –
 abigail.fagan@engsem.~
- Literatur Please purchase Judith Butler's *Gender Trouble*. Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, *Gender Trouble* (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well as provide the opportunity for discussion and collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the *1619 Project*, which also considers performativity in terms of historiography and the US's legacy of race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)

- Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 /
Prerequisites – BA: Intermediate Literature and Culture, MA: none / Further information –
 abigail.fagan@engsem.~

Literatur Please purchase Judith Butler's *Gender Trouble* . Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3: Weak Theories

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 615

Kommentar In this class on theory, we will read and work with texts that were developed in the field of phenomenology, affect theory, indigenous studies, environmental humanities, and Black feminist studies. Based on ideas developed by Spinoza, Gilles Deleuze, or queer theorist Eve Kosofsky Sedgwick, in recent years the humanities have witnessed a turn towards a critical engagement that questions the traditional opposition of reason and emotion, mind and body, as well as linearities and hierarchies of knowledges.

We will discuss theoretical approaches which formulate a critique around what Benjamin Kahan called a "Weak Theory." We will engage with approaches of reparative reading, felt theory, and the affective turn. As this class wants to show, our ways of thinking and theorizing about the world also translate into practical engagement with our social environment.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 1.09.-15.09.2021; MAAS 17.09.-30.09.2021 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~

Literatur Also, we will read Ocean Vuong's *On Earth We're Briefly Gorgeous* (2019). Please purchase a copy of this novel (*NOT* on amazon).

All other texts will be made available on StudIP.

AmerA, AAS1: Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 40
Brasch, Ilka| Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 11.10.2021 - 27.01.2022 1502 - 609

Kommentar This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant and in which they tend to be challenged. This class will not provide an overview of the different stages of theorization from the past to the present, but rather be concerned with how literary studies 'work,' and how students can engage with and employ theory in their own work. To this end, we will explore different modes of reading and of analysis, such as close reading and reading 'against the grain,' moving from critical inquiry to practical application.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~ or ruth.mayer@engsem.~

Literatur Will be made available on StudIP.

AmerA/AAS2/3/4: Photography and Narrative

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar This class is occasioned by the exhibition *True Pictures? Contemporary Photography from Canada and the United States* , which will take place in the Sprengel Museum in Hannover from November to February. The division of American Studies will host a one-day symposium with talks and discussions about photography and storytelling on January 21 in the Sprengel Museum. This will be a mandatory part of the class, please be sure

that you are available at this date and can participate. The class will engage with the exhibition, and thus ask about photography as art, but it will also go beyond this and take into account photography's history as an instrument of documentation, identification, social surveillance and private use. Throughout the semester, we will be concerned with the story-telling capacity of photographs, and thus also look closely at photobooks, literary and filmic representations of photography and other mixed-media approaches.

Bemerkung

Registration – Stud.IP FÜBA, M.Ed etc. 01.09-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

Literatur

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

AmerA/AAS2/AAS3/AAS4: Christmas in America: History, Ideology, and Popular Culture

Seminar, SWS: 2, Max. Teilnehmer: 40
Loock, Kathleen

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar

In this course, we will trace the history of Christmas in America from colonial days to today and discuss the shifting nature of the holiday in terms of its cultural, religious, political, and economic meanings. Puritans in colonial Massachusetts outlawed Christmas. They rejected the holiday's carnival origins celebrating disorder and the temporary inversion of established (social) hierarchies because it created an occasion for drunkenness and riot. Christmas traditions as we know them (with tinsel trees, filled stockings, Christmas cards, and Santa Claus) only emerged in the mid-nineteenth century when the rambunctious, carnivalesque holiday was reimagined as a family-centered, domestic affair that took place in the home, no longer in the public sphere. Charles Dickens's *A Christmas Carol* (1843) fueled this "invention of tradition" (Eric Hobsbawm) and visual culture (ranging from illustrations in books and magazines, advertisements and Christmas cards to holiday movies) was crucial for the construction of modern Christmas as a holiday that merges materialism and normative family values. The course will provide you with the historical and theoretical background against which we will analyze our primary material consisting of Christmas literature and print media as well as classic Christmas songs and movies.

Bemerkung

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

Literatur

Will be made available on StudIP.

AmerA/AAS2/AAS3, AS: The 1619 Project (and Beyond)

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

Do wöchentl. 14:00 - 16:00 21.10.2021 - 27.01.2022 1502 - 703

Kommentar

In August 2019, the *New York Times Magazine* launched the *1619 Project*, a special issue of the magazine that contains essays, poems, and fiction that re-read United States history through the lens of slavery. The project was accompanied by news articles, live events, and a podcast, expanding beyond the confines of a magazine issue. Particularly because of its revisionist historiography and political appeal, the project received both praise and criticism, sparking debates about the impact of slavery, the practice and function of history, and more. In this class, we will engage closely with the material the *1619 Project* has to offer and study the multiple affirmatory and critical responses it garnered. We will additionally contextualize the project by engaging with literature that reflects on the history of slavery, particularly Colson Whitehead's 2016 novel *The Underground Railroad*. The class will conclude with a longer session at the Hannover Kunstverein on February 7th, where we will visit an exhibit by, as well as meet with, the artist Kameelah Janan Rasheed. Her work engages with questions of both race and gender, and we will cooperate with Abby Fagan's class for this event. Please note that the course dates are slightly different in order to make the February event with Rasheed possible.

	Dates: 21.10.2021 – 16.12.2021, 13.01.2022 - 27.01.2022, and Monday, 07.02.2022 (all day)
Bemerkung	<i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / <i>Prerequisites</i> – BA: Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~
Literatur	During the semester, you will be asked to buy a copy of Whitehead's <i>The Underground Railroad</i> .

BritA

BritA, AAS1: Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers as well as bachelor's and master's theses.

As a preparation for each class you are asked to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as the descriptive chapter by Peter Barry. Relying on the analytical categories from the Introduction to Literary Studies (AmerBritF1) and the historical knowledge from the BritF2 Survey Lecture we will apply the theories to Charlotte Brontë's novel *Jane Eyre* (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text. The non-graded course work will be a short excerpt covering one chapter of Barry's *Beginning Theory*.

Bemerkung *Reader* – Copyshop Stork (Körnerstraße 3) from 11.10.2021 and Stud.IP / *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Barry, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. 4th ed. Manchester University Press, 2017.

Brontë, Charlotte. *Jane Eyre*. Norton, 2001 or 2016. Instead of the Norton editions, you may use the Oxford World's Classics or the Penguin Classics editions (complete with introduction and notes).

Please buy your own copies of Brontë's novel and of Peter Barry's *Beginning Theory* . The theoretical texts covered in the seminar will be available free of charge in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP.

Please read Charlotte Brontë's novel during term break, i.e. before the course begins.

BritA, AAS2, AAS3, AAS5, AS: British and Postcolonial Studies

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

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis. Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British and British-Caribbean literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we may discuss as well.

We will use the novel to practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Please study the "Guidelines and Reading Material. British and Postcolonial Studies" (see below) prior to class. For your revision of British and Postcolonial literary history, theories and methods I recommend Martin Middeke et al. (eds.) *English and American Studies. Theory and Practice*. J.B. Metzler, 2012 (available free of charge via Springer).

Bemerkung *Registration* – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrggebiete/british-and-postcolonial-studies/>.

Andrea Levy. *The Long Song* (2010)

BritA, AAS2, AAS3, AAS5, AS: Greening the Library: Ecocritical Approaches to Literature and Film

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

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar Over the last twenty-five years, ecocriticism has become a central theory in literary and cultural studies. Subscribing to the idea that environment matters and does not merely serve as the 'background' of a story, ecocriticism explores the ways in which relationships between human beings, culture and nature are constructed. Informed by an avowedly political agenda, this seminar goes beyond a 'green' moral of sustainability and ties literary analysis to issues of power, (in)equality, class, race, gender, economy and consumerism. Probing the rich variety of 'earth-centred' approaches, we will begin with Shakespeare's comedy *As You Like It* (1623) to discuss what functions the setting in the fictional forest of Arden has for the play. Continuing to explore the political dimensions of the pastoral, we shall analyse Romantic poetry by William Wordsworth and John Clare before we move on to study Australian constructions of wilderness in Julia Leigh's novel *The Hunter* (1999). We shall then turn to representations of the seascape as metaphors for the 'middle passage' in Fred D'Aguiar's novel *Feeding the Ghosts* (1997) and Derek Walcott's poem "The Sea Is History" (1979). To close the seminar, we will discuss Caryl Churchill's dystopian drama *Far Away* (2000).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* -hannah.pardey@engsem.~

Literatur

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase William Shakespeare's *As You Like It* (well-annotated edition), Julia Leigh's *The Hunter*, Fred D'Aguiar's *Feeding the Ghosts* and Caryl Churchill's *Far Away* and read at least Shakespeare's play prior to class. All other primary and secondary material will be provided on Stud.IP at the beginning of the term.

BritA, AAS2, AAS3: Contemporary British Drama

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar

This course will familiarise students with contemporary developments, playwrights and genres in 21st-century British drama. Following a chronological order, we will begin with Caryl Churchill's short dystopian *Far Away* (2000), a play that the *Guardian* describes as unsettled and "a masterclass of tension". Subsequently, we will investigate Laura Wade's *Posh*, a play that portrays a group of Oxford students that are part of a fictionalised version of the Bullingdon Club. Afterwards, we will turn to Alan Bennett's *People* (2012), a play that features a South Yorkshire country house, its upper-class owners, and their attempts to manoeuvre Britain's heritage industry. Finally, we will read Maureen Lennon's *Us Against Whatever*, a karaoke cabaret that follows the experiences of the two female protagonists within Britain's precarious political climate in the run-up to the 2016 referendum.

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 that is predominantly based on the categories class and gender in order to investigate recent developments and themes in contemporary British drama.

Bemerkung

Registration – 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –janna-lena.neumann@engsem.-

Literatur

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Caryl Churchill: *Far Away* (2000)

Laura Wade: *Posh* (2010)

Alan Bennett: *People* (2012)

Maureen Lennon: *Us Against Whatever* (2019)

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

BritA, AAS2, AAS3: Restoration Theatre - Culture of Display and Disguise

Seminar, SWS: 2, Max. Teilnehmer: 40

Ippendorf, Elena

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar With the restoration of the monarchy and Charles II's ascendancy to the English throne in 1660, the institution of the theatre was restored as well. After an 18-year gap in theatrical production during the Interregnum, some customs were renegotiated. The first English actresses appeared on stage and boy-actors, young men trained to play female roles, became obsolete and were eventually banned.

In this course, we will be examining this turbulent and innovative period in English theatre history. We will chart the changes in comedy, the genre Restoration drama is best known for today, throughout the period, as well as look at Shakespearean adaptation and tragedy.

Beyond practising a close reading of this range of plays, a particular focus of this course will be exploring their political as well as material production contexts.

How were the theatre companies organised? Who were the first English actresses and how did their appearance change theatrical conventions? How did the performance spaces influence the productions? Who was in the audience? In what ways were notions of gender identity negotiated in performance both onstage as well as off? How did the series of political crisis of the time influence theatrical production? And, last but not least, how can Restoration drama be staged today? Pandemic permitting, we will be exploring answers to that last question performatively.

Bemerkung *Registration* – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –elena.ippendorf@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase your own copies of the plays *The Country Wife* by William Wycherley (1675), *The Rover* by Aphra Behn (1677), *All for Love* by John Dryden (1677) and *Love's Last Shift* by Colley Cibber (1696) [all of which can be found for instance in Womersley, David. *Restoration Drama: An Anthology* (2000)]. All other texts will be made available on Stud.IP.

During term break please read up on the historical context of the restoration of the monarchy in 1660 as well as the basic principles of analysis of drama (see recommendations).

Recommended Reading

Fuchs, Elinor. "EF's Visit to a Small Planet: Some Questions to Ask a Play." (2004)

Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2014 (4. Auflage)

BritA, AAS2, AAS5, AS: South Africa: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar In this seminar, we will read fictional and historiographic texts about South Africa before and after the transition from the white minority rule of the apartheid system to a democratic society signaled by the first democratic elections of 1994. We will begin with

Sindiwe Magona's *Mother to Mother* (1998) about post-apartheid violence, an issue which also features in *Disgrace* (1999), a novel by J.M. Coetzee, who won the Nobel Prize for Literature in 2003. To conclude, we will read Phaswanes Mpe's thematically disturbing and aesthetically challenging novel *Welcome to Our Hillbrow* (2001) about inner-city problems, migration and HIV/AIDS. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race, ethnicity and class as well as on the narrative strategies and tropes employed by the texts practicing the analytical terms from the Introduction to Literary Studies (AmerBritF1).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Clark, N. and W.H. Worger. *South Africa. The Rise and Fall of Apartheid* (2011)

Coetzee, J.M. *Disgrace* (1999)

Magona, Sindiwe. *Mother to Mother* (1998)

Mpe, Phaswane. *Welcome to our Hillbrow* (2001)

Please buy and bring your own copies of the novels by Coetzee, Magona and Mpe. Read all three of them during term break and familiarise yourself with South African and British colonial history. The chapters from the historiographic texts will be made available on Stud.IP.

Recommended Reading

Dalziel, Nigel. *The Penguin Historical Atlas of the British Empire* (2006)

Thompson, Leonard. *A History of South Africa* (4th ed. 2014)

LingA1

LingA1/A2, M7: Advanced Corpus Linguistics and Discourse Analysis - Blockseminar

Seminar, SWS: 2
Hohaus, Pascal

Do Einzel	09:00 - 18:30	07.10.2021 - 07.10.2021	1502 - 703
Fr Einzel	09:00 - 18:30	08.10.2021 - 08.10.2021	1502 - 703
Sa Einzel	09:00 - 16:30	09.10.2021 - 09.10.2021	1502 - 703
Do Einzel	09:00 - 18:30	25.11.2021 - 25.11.2021	

Bemerkung zur Gruppe ONLINE

Do Einzel	18:00 - 20:00	09.12.2021 - 09.12.2021	1502 - 703
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Kommentar In this seminar, we are concerned with two major approaches to studying language use: corpus linguistics and discourse linguistics. You will be introduced to their main premises, theoretical assumptions and methodological tools. We will apply their ideas to language in context (such as political language, learner language, and online communication) and will discuss ways of combining these two approaches.

The PL consists of a written exam. Two to three weeks before the exam an additional date for practice will be offered.

Bemerkung Size restriction – NA / Gasthörer: nein / Prerequisites – LingF1, LingF2 & LingF4 if applicable / Further Information – pascal.hohaus@engsem.~

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 003

Kommentar This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 113

Kommentar This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA2

LingA1/A2, M7: Advanced Corpus Linguistics and Discourse Analysis - Blockseminar

Seminar, SWS: 2
Hohaus, Pascal

Do Einzel 09:00 - 18:30 07.10.2021 - 07.10.2021 1502 - 703

Fr Einzel 09:00 - 18:30 08.10.2021 - 08.10.2021 1502 - 703

Sa Einzel 09:00 - 16:30 09.10.2021 - 09.10.2021 1502 - 703

Do Einzel 09:00 - 18:30 25.11.2021 - 25.11.2021

Bemerkung zur Gruppe ONLINE

Do Einzel 18:00 - 20:00 09.12.2021 - 09.12.2021 1502 - 703

Kommentar In this seminar, we are concerned with two major approaches to studying language use: corpus linguistics and discourse linguistics. You will be introduced to their main premises, theoretical assumptions and methodological tools. We will apply their ideas to language in context (such as political language, learner language, and online communication) and will discuss ways of combining these two approaches.

The PL consists of a written exam. Two to three weeks before the exam an additional date for practice will be offered.

Bemerkung Size restriction – NA / Gasthörer: nein / *Prerequisites* – LingF1, LingF2 & LingF4 if applicable / *Further Information* – pascal.hohaus@engsem.~

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
 Paland, Meike

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 003

Kommentar This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.

+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
 Paland, Meike

Di wöchentl. 10:00 - 12:00 12.10.2021 - 27.01.2022 1502 - 609

Kommentar This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.

+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LinguA³

Seminar, SWS: 2
 Altendorf, Ulrike| Becker, Lidia| Diewald, Gabriele

Di wöchentl. 16:00 - 18:00 19.10.2021 - 25.01.2022 1502 - 609

Di wöchentl. 18:00 - 20:00 19.10.2021 - 29.01.2022 1502 - 103

Kommentar LinguA³ - Lingustischer Arbeitskreis

Linguistik ist weitaus mehr als grammatische Analyse... LinguA³ (Linguistischer Arbeitskreis) vermittelt Einblicke in die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsgebiete sowie interdisziplinärer Forschung und beruflicher Praxis. LinguA³ ist ein interdisziplinäres Seminar mit Gastvortragsreihe. Für die Gastvorträge werden in jedem Semester internationale Wissenschaftler/-innen aus der Germanistik, Anglistik und Romanistik eingeladen. Die Vortragsthemen sind bewusst vielseitig gewählt und sollen den Blick „über den Tellerrand“ hin öffnen. Im

Wintersemester steht ein thematischer Schwerpunkt zu Sprache und Geschlecht im Deutschen, Englischen und Spanischen auf dem Programm.

Im 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. Die drei Gastvorträge finden ebenfalls am Dienstag, allerdings von 18.00 bis 20.00 Uhr, statt.

Die Gäste, ihre Vortragsthemen und die exakten Termine der Gastvorträge werden zu gegebener Zeit mitgeteilt.

Bemerkung Vortragsreihe Lingua finden nach Ankündigung dienstags von 18-20 Uhr im Raum 103 statt.

Termine werden dann bekanntgegeben.

Professionalisierungsbereich: Schlüsselkompetenzen

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

English Theatre Workshop

Workshop, SWS: 6
Bennett, Peter

Mi wöchentl. 14:00 - 18:00 13.10.2021 - 26.01.2022 1501 - -119

So wöchentl. 14:00 - 18:00 21.11.2021 - 30.01.2022 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".

Credits:

Außerschulisch FüBA: SK A and SK B

Lehramt FüBA/TE, started before Oct 2019: SK A and SK B

Lehramt FüBA/TE, started since Oct 2019: just for fun

Master: just for fun

Bemerkung *Registration* – 13.10.21, 14:00 in the Theatre Room / *Prerequisites* – none / *Assessment Tasks* – participation in all aspects of the production / *Further Information* – peter.bennett@engsem.~

Lektüre-Kolloquium des Literarischen Salons: Neuestes vom Buchmarkt

Seminar, SWS: 2, Max. Teilnehmer: 25
Meyer-Kovac, Jens| Vogel, Matthias

Mi wöchentl. 16:00 - 18:00 20.10.2021 - 26.01.2022 1502 - 103

Kommentar Der Literarische Salon organisiert Lesungen und Gesprächsveranstaltungen zu Themen aus Literatur, Kultur, Wissenschaft und Gesellschaft. Eingeladen werden Regisseur*innen, Künstler*innen, Publizist*innen, Wissenschaftler*innen – und natürlich Schriftsteller*innen aus dem In- und Ausland. Das die Salon-Programme begleitende Kolloquium ist ein Lektürekurs zu den aktuellsten Veröffentlichungen des Buchmarkts

unter den realen Bedingungen einer Veranstaltungs- bzw. Lesungsreihe. Dort ist Sorgfalt ebenso gefragt wie Tempo. Deshalb spielt im Kolloquium beides eine Rolle: Ausführlich analysiert werden zwei bis drei Romane, deren Autor*innen im Salon zu Gast sind. Zusätzlich blicken wir in Bücher, die es noch gar nicht gibt: Anhand von Druckfahnen oder eigens vorproduzierten Leseexemplaren sichten wir mehrere geplante, aber noch nicht veröffentlichte Titel. Hier zählt zunächst der erste Eindruck: Welche Bücher kommen für den Literarischen Salon in Frage? Auf welchen Roman sollen wir uns dann konzentrieren? Und welche*r Autor*in ist möglicherweise schon wenige Monate später zu Gast in Hannover?

Bemerkung Teilnehmerzahl: 25

Praxis-Seminar des Literarischen Salons: Kulturveranstaltungen

Seminar, SWS: 2, Max. Teilnehmer: 25
Meyer-Kovac, Jens | Reichard, Mariel Louisa

Mi wöchentl. 12:00 - 14:00 20.10.2021 - 26.01.2022 1502 - 116

Kommentar Die Lesungen und Gesprächsveranstaltungen zu Themen aus Literatur, Kultur, Wissenschaft und Gesellschaft des Literarischen Salons wenden sich an ein kulturinteressiertes Publikum aus Hannover und der Region. Für die Seminarteilnehmer*innen dient der Literarische Salon als Praxisfeld, in dem zentrale Aspekte der Literaturvermittlung und des Kulturmanagements beispielhaft vermittelt werden und wo gleichzeitig Einblicke in den aktuellen Kulturbetrieb genommen werden können. Schriftliche Aufgaben (Einladungsschreiben, Presse- oder Programmtexte etc.) und praktische Übungen (Moderation, Präsentation) werden ergänzt durch Besuche von Salon-Veranstaltungen des laufenden Semesters. Am Ende soll aus dem Seminar eine gemeinsam erarbeitete Veranstaltung hervorgehen, welche die Seminarteilnehmer*innen selbstständig planen und die sie im Programm des Literarischen Salons praktisch umsetzen können.

Bemerkung Teilnehmerzahl: 25

SPE/SK: Digitalisation in the Classroom

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Gans, Annel | Schneller, Jill | Wright, Linda Elsie

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 609

Kommentar This course focusses on the changing world of the digitalisation of the classroom. We will examine a number of online resources for teaching and learning language and ways to incorporate digital activities into assessment tasks. We will also discuss what needs to be taken into consideration for online instruction and the use of smart media in the classroom, as well as issues such as fake news and the media. Each group will be taught by all three instructors on a rotating schedule, so students will experience three instructors with a diverse range of experience, expertise, teaching styles, backgrounds and pronunciations.

The partner course (Diversity) will be taught parallel. Students who wish to become teachers AND began studying after 1 October, 2019, need only take one of the two courses for credit for Schlüsselkompetenz Bereich B but may participate in the other course also for fun, provided there are free places.

This course counts for EITHER Language Practice Elective (SPE) OR Schlüsselkompetenzen (SK).

Credits:

Außerschulisch FÜBA: SPE1 or SPE2 or SK A or SK B

Lehramt FÜBA/TE, started before Oct 2019: SK A or SK B

Lehramt FÜBA/TE, started since Oct 2019: SK B

Master: just for fun

Bemerkung Registration – StudIP 01.09.21-15.09.21 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: one written task/oral presentation. PL (SPE): 90-minute written exam / Further Information – anne.gans@engsem.~

SPE/SK: Diversity Group 1

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Gans, Anne| Schneller, Jill| Wright, Linda Elsie

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 709

Kommentar This course discusses the concept of diversity in general and with particular focus on diversity of a learner group. We will examine some theory and concentrate on practical tasks to work with diverse groups. Each group will be taught by all three instructors on a rotating schedule, so students will experience three instructors with a diverse range of experience, expertise, teaching styles, backgrounds and pronunciations. While the main focus will be on diversity in the classroom, the concepts and tasks will also be applicable to working with any diverse professional group.

The partner course (Digitalisation in the Classroom) will be taught parallel. Students who began studying after 1 October, 2019, need only take one of the two courses for credit for Schlüsselkompetenz Bereich B but may participate in the other course also for fun, provided there are free places.

This course counts for EITHER Language Practice Elective (SPE) OR Schlüsselkompetenzen (SK).

Credits:

Außerschulisch FÜBA: SPE1 or SPE2 or SK A or SK B

Lehramt FÜBA/TE, started before Oct 2019: SK A or SK B

Lehramt FÜBA/TE, started since Oct 2019: SK B

Master: just for fun

Bemerkung Registration – StudIP 01.09.21-15.09.21 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: one written task/oral presentation. PL (SPE): 90-minute written exam / Further Information – anne.gans@engsem.~

SPE/SK: Investigating Song Texts (Blockkurs)

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

Block 09:30 - 15:00 04.10.2021 - 08.10.2021 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 (SPE) OR Schlüsselkompetenzen (SK).

Credits:

Außerschulisch FÜBA: SPE1 or SPE2 or SK A or SK B

Lehramt FÜBA/TE, started before Oct 2019: SK A or SK B

Lehramt FÜBA/TE, started since Oct 2019: just for fun

Master: just for fun

Bemerkung *Registration – StudIP 01.09.21-15.09.21 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: one written task + one oral presentation. PL (SPE): 90-minute exam / Further Information – anne.gans@engsem.~*

Bachelorstudiengang Technical Education - Fach Englisch

Linguistics TECH (LingF1/LingF2/LingF3)

LingF1

LingF1: Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 80
Paland, Meike

Mo wöchentl. 10:00 - 12:00 18.10.2021 - 24.01.2022 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 fulfils. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II

Bemerkung *Registration* – Stud.IP 1.9.-15.10.2021 / *Prerequisites* – none / *Further Information* – meike.paland@engsem.~

Literatur *Literatur e* – Required Reading: Herbst, Thomas. 2010. *English Linguistics*. Berlin/New York: Walter de Gruyter.

LingF1: Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 80
Jalanesh, Aida

Do wöchentl. 12:00 - 14:00 21.10.2021 - 27.01.2022 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 fulfils. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II

Bemerkung *Registration* – Stud.IP 01.09. - 15.10.21 / *Prerequisites* – none / *Further Information* – aida.jalanesh@engsem.~

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

LingF1: Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 35
Jalanesh, Aida

Di wöchentl. 12:00 - 14:00 19.10.2021 - 25.01.2022 1502 - 609

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 fulfils. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas

such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II

Bemerkung Registration – Stud.IP 01.09. - 15.10.21 / *Prerequisites* – none / *Further Information* – aida.jalanesh@engsem.~

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

LingF2

LingF2: Introduction to Linguistics II

Vorlesung, SWS: 2
Troitzschel, Yasmin

Di wöchentl. 12:00 - 14:00 19.10.2021 - 25.01.2022 1502 - 113

Kommentar The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other.

While we can observe its form and structure, we can also analyse the function it fulfils.

This course is a sequel to Introduction to Linguistics I and will cover areas such as semantics and pragmatics, sociolinguistics, varieties of English, and historical linguistics.

Bemerkung *Registration* – Stud.IP 01.09. - 15.10.21/*Prerequisites* – LingF1 / *Further Information* – jalanesh.aida@engsem.~

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

LingF3

LingF3: Phonetics & Phonology for Bachelor Students

Seminar, SWS: 2
Altendorf, Ulrike

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 003

Kommentar This course will introduce students to segmental and supra-segmental features of the major reference accents of English, Received Pronunciation (RP) and General American (GA). The theoretical angle will be contrastive, focusing on differences between German and English, on the one hand, and RP and American English, on the other. Students will also develop skills in perceiving, articulating and transcribing vowels, diphthongs and consonants using IPA symbols.

Bemerkung *Registration* – Stud.IP 01.09. - 15.09.21 / *Prerequisites* – none / *Further Information* – ulrike.altendorf@engsem.~

Literatur Holger Schmitt (2011). *Phonetic Transcription: From first steps to ear transcription*. Ernst Schmidt Verlag

Foundations Literature and Culture (AmerBritF1)

AmerBritF1

AmerBritF1: Introduction to Literary Studies

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

Mo wöchentl. 14:00 - 16:00 18.10.2021 - 25.01.2022 1502 - 703

Kommentar This course aims to familiarize students with the fundamentals necessary for the study of English and American literatures and cultures. 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 and media (including literature, comics, and film) and periods (from the nineteenth to the twenty-first century).

Bemerkung *Registration* – Stud.IP 01.09. - 15.10.21 / *Prerequisites* – none / *Further Information* – felix.brinker@engsem.~

Literatur 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.

AmerBritF1: Introduction to Literary Studies

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

Mo wöchentl. 12:00 - 14:00 18.10.2021 - 24.01.2022 1502 - 703

Kommentar This course aims to familiarize students with the fundamentals necessary for the study of English and American literatures and cultures. 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 and media (including literature, comics, and film) and periods (from the nineteenth to the twenty-first century).

Bemerkung *Registration* – Stud.IP 01.09. - 15.10.21 / *Prerequisites* – none / *Further Information* – felix.brinker@engsem.~

Literatur The theoretical texts and most of the primary material for this class will be made available on Stud.IP since we do not operate with a dedicated textbook. Please purchase Marjane Satrapi's *Persepolis: The Story of a Childhood* (Pantheon ISBN 978-0375714573 or any other edition you may already have). Avoid Amazon and check out your local bookshops, or buy your books second-hand on platforms (like blackwells.co.uk, for instance).

AmerBritF1: Introduction to Literary Studies

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

Mo wöchentl. 10:00 - 12:00 18.10.2021 - 24.01.2022 1502 - 703

Kommentar This course is a general introduction to Literary Studies and aims at familiarising 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, tools and methods in order to further their skills in description, analysis and interpretation. For illustration and practice, we will draw on representative, mainly British texts from a variety of genres and periods. We will concentrate on codes and conventions, which means paying special attention to the aesthetic shape of the literary texts.

Bemerkung *Registration* – Stud.IP 01.09.-15.10.2021 / *Prerequisites* – none / *Further Information* – janna-lena.neumann@engsem.~

Literatur *Required Reading and Purchase*

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2014 (4. Auflage).

Reader – Copyshop Stork (Körnerstraße 3) from 11.10.2021 and Stud.IP

AmerBritF1: Introduction to Literary Studies

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

Mi wöchentl. 08:00 - 10:00 20.10.2021 - 26.01.2022 1502 - 703

Kommentar This course is a general introduction to Literary Studies and aims at familiarising 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, tools and methods in order to further their skills in description, analysis and interpretation. For illustration and practice, we will draw on representative, mainly British texts from a variety of genres and periods. We will concentrate on codes and conventions, which means paying special attention to the aesthetic shape of the literary texts.

Bemerkung *Registration* – Stud.IP 01.09.-12.10.2021 / *Prerequisites* – none / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2014 (4. Auflage).

Reader – Copyshop Stork (Körnerstraße 3) from 11.10.2021 and Stud.IP

Intermediate American Literature and Culture (AmerF2/AmerF3)

AmerF2

AmerF2: Survey of North American Literature and Culture

Vorlesung, SWS: 2
Mayer, Ruth

Di wöchentl. 12:00 - 14:00 19.10.2021 - 29.01.2022 1502 - 003

Kommentar This lecture will provide an introduction to North American literature and culture 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 a 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 *Registration* – Stud.IP 01.09. - 15.10.21 / *Prerequisites* – none / *Further Information* – ruth.mayer@engsem.~

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

AmerF3

Amer F3: Beginning Film Analysis: Superhero Blockbusters

Seminar, SWS: 2, Max. Teilnehmer: 30
Brinker, Felix

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 609

Kommentar This seminar offers an introduction to the basics of film analysis and interpretation, using superhero blockbuster films from the last four decades as examples. The seminar addresses fundamental elements of film language, basics of film narratology, the role of special effects, and practices of transmedial and serial storytelling as well as the history of blockbuster cinema since the late 1970s and the impact of technological innovations (such as the rise of digital filmmaking technologies since the 1980s, for example). The

seminar also addresses the narrative appeals and ideological messages of the superhero genre. To engage with these issues, the seminar considers superhero movies that have played a crucial role in the genre's rise to contemporary prominence, including Richard Donner's *Superman* (1978), Tim Burton's *Batman* (1989), Sam Raimi's *Spider-Man 2* (2004), and more recent examples.

Bemerkung *Registration* – Stud.IP 01.09. - 30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur All texts will be made available via Stud.IP.

AmerF3: Crime and Conspiracy Fictions

Seminar, SWS: 2, Max. Teilnehmer: 30
Brinker, Felix

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 709

Kommentar This seminar examines two closely related literary genres in which rational investigators try to make sense of a confusing and dangerous world: detective fiction and conspiracy narratives. Originating in the nineteenth century, detective narratives like Edgar Allan Poe's *The Murders in the Rue Morgue* or Arthur Conan Doyle's Sherlock Holmes stories imagine the modern world as a complex and threatening place whose puzzles can be mastered by the skillful deductions of rational detectives. Conspiracy fiction, by contrast, frames the whole world as a crime scene and playground for sinister hidden forces. While the heroes of classical detective fiction tend to solve their cases, the protagonists of conspiracy narratives usually fail to do so as the conspirators' schemes turn out to be too vast to be defeated—as a result, all investigators can do is continue to investigate and add pieces to a puzzle that can never be finished. Interestingly, a similar logic is also on display in the putatively non-fictional conspiracy narratives that have in recent years returned to the center stage of American politics. In this seminar, we will critically engage with the storytelling logics, ideological underpinnings and appeals of such narratives and try to come to terms with both the reasons for their enduring popularity. We will also examine conspiracy narratives' inadequacy as a belief system that tries to make sense of a complex social world. To do so so, we will read classical detective fiction and more recent examples, discuss theoretical approaches to the crime and conspiracy genre, engage with filmic conspiracy narratives, and consider the parallels to so-called 'conspiracy theories.'

Bemerkung *Registration* – Stud.IP 01.09. - 30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur All texts will be made available via Stud.IP.

AmerF3: Short Stories

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

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 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 contemporary pieces of environmental literature. 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.

Bemerkung *Registration* – Stud.IP 1.09 - 30.09.2021 / *Prerequisites* – none / *Further Information* – anna-lena.oldehus@engsem.~

Literatur All required readings will be made available on StudIP.

Intermediate British Literature and Culture (BritF2/BritF3)

BritF2

BritF3

BritF3: Practising Literary Criticism: British Literatures and Cultures

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

Di wöchentl. 10:00 - 12:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar This seminar accompanies but does not substitute the BritF2 Survey. Participation in the weekly (online) lecture 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 Aphra Behn's proto-novel *Oroonoko* (1688) and Caryl Churchill's play *Top Girls* (1982). We shall 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 encyclopaedia, dictionaries and scholarly texts.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1; recommended: BritF2 / *Further Information* –hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please get hold of Aphra Behn's *Oroonoko* in a well-annotated edition (Oxford World's Classics or Norton Critical Edition) and Caryl Churchill's *Top Girls* (any edition) and read at least Behn's proto-novel prior to class. All other primary and secondary material will be provided on Stud.IP at the beginning of the term.

Foundations Language Practice (SP1/SP2)

SP1

SP1: Onlineveranstaltung - Vocabulary and Pronunciation Group 4

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

Di wöchentl. 14:00 - 16:00 19.10.2021 - 25.01.2022 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 01.09.21-22.10.21 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP1: Vocabulary and Pronunciation Group 1 - Präsenzseminar

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

Mo wöchentl. 10:00 - 12:00 18.10.2021 - 24.01.2022 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 01.09.21-22.10.21 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP1: Vocabulary and Pronunciation Group 2 - Präsenzseminar

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

Mo wöchentl. 12:00 - 14:00 18.10.2021 - 24.01.2022 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 01.09.21-22.10.21 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP1: Vocabulary and Pronunciation Group 3 - Präsenzseminar

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

Di wöchentl. 10:00 - 12:00 19.10.2021 - 25.01.2022 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 01.09.21-22.10.21 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP1: Vocabulary and Pronunciation Group 5 - Präsenzseminar

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

Mi wöchentl. 12:00 - 14:00 20.10.2021 - 26.01.2022 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 01.09.21-22.10.21 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP1: Vocabulary and Pronunciation Group 6 - Präsenzseminar

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

Fr wöchentl. 10:00 - 12:00 22.10.2021 - 28.01.2022 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 01.09.21-22.10.21 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP1: Vocabulary and Pronunciation Group 7 - Präsenzseminar

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

Fr wöchentl. 12:00 - 14:00 22.10.2021 - 28.01.2022 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 01.09.21-22.10.21 / 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
Schneller, Jill

Di wöchentl. 08:00 - 10:00 12.10.2021 - 25.01.2022 1502 - 609

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 01.09.21-15.09.21 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.~

SP3: Composition Group 2

Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20
Schneller, Jill

Do wöchentl. 08:00 - 10:00 14.10.2021 - 27.01.2022 1502 - 609

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 01.09.21-15.09.21 / *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
Wright, Linda Elsie

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 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 *Registration* – StudIP 01.09.21-15.09.21 / *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
Wright, Linda Elsie

Do wöchentl. 14:00 - 16:00 14.10.2021 - 27.01.2022 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 *Registration* – StudIP 01.09.21-15.09.21 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.~

SP3: Composition Group 5

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

Mi wöchentl. 14:00 - 16:00 13.10.2021 - 26.01.2022 1502 - 703

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

Bemerkung *Registration* – StudIP 01.09.21-15.09.21 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.~

SP4

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
Kuhrs Woltin, Alexander

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 615

Kommentar This introductory methodology course is obligatory for all student teachers and we recommend participation in the 3rd or 4th semester. This course is designed to initiate a transition from a former pupil to a future teacher perspective regarding the teaching and learning of English as a foreign language (EFL). It thus will provide student teachers with an overview on fundamental theoretical, empirical as well as pedagogical areas that are involved in the process of teaching and learning EFL. Specifically, the course will cover: European and national language learning policies, second language learning theories, from methods to principles of teaching EFL intercultural communicative competence, receptive, productive, and mediation skills teaching grammar and vocabulary teaching literature digitalization and modern media.

We will also address the issue of heterogeneity in the EFL classroom by outlining means of internal differentiation and the educational mandate of inclusion. The promotion of (foreign) language learning as individual and collaborative achievement, developing learner- and learning-centred teaching, and supporting task-based learning will be focused on as particularly relevant issues for today's teaching of EFL. The main topics will be introduced, and they will be consolidated and deepened against the background of relevant research and examples of good classroom practices.

The course is based on Grimm, N. Meyer M. und Volkmann, L. Teaching English. Narr, 2015. Purchasing this textbook is highly recommended.

An optional tutorial will be offered.

To receive course credit (*Studienleistung*) you will have to pass two out of four online quizzes and collaboratively work on a case study in groups. The final examination (*Prüfungsleistung*) will be a written exam.

Bemerkung *Registration* – StudIP 01.09. - 15.10.21 / *Size restriction* – 30 / *Prerequisites* – none / *Further Information* – alexander.kuhrs.woltin@engsem.uni-hannover.de

Literatur *Obligatory Reading*: Grimm N. Meyer M. und Volkmann, L. Teaching English. Narr, 2015. Additional texts will be posted on StudIP.

DidF1: Introduction to Teaching English as a Foreign Language

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

Do wöchentl. 08:00 - 10:00 14.10.2021 - 27.01.2022 1502 - 615

Kommentar This introductory methodology course is obligatory for all student teachers and we recommend participation in the 3rd or 4th semester. This course is designed to initiate a transition from a former pupil to a future teacher perspective regarding the teaching and learning of English as a foreign language (EFL). It thus will provide student teachers with an overview on fundamental theoretical, empirical as well as pedagogical areas that are involved in the process of teaching and learning EFL. Specifically, the course will cover: European and national language learning policies, second language learning theories, from methods to principles of teaching EFL intercultural communicative competence,

receptive, productive, and mediation skills teaching grammar and vocabulary teaching literature digitalization and modern media.

We will also address the issue of heterogeneity in the EFL classroom by outlining means of internal differentiation and the educational mandate of inclusion. The promotion of (foreign) language learning as individual and collaborative achievement, developing learner- and learning-centred teaching, and supporting task-based learning will be focused on as particularly relevant issues for today's teaching of EFL. The main topics will be introduced, and they will be consolidated and deepened against the background of relevant research and examples of good classroom practices.

The course is based on Grimm, N. Meyer M. und Volkmann, L. Teaching English. Narr, 2015. Purchasing this textbook is highly recommended.

An optional tutorial will be offered.

To receive course credit (*Studienleistung*) you will have to pass two out of four online quizzes and collaboratively work on a case study in groups. The final examination (*Prüfungsleistung*) will be a written exam.

Bemerkung *Registration* – StudIP 01.09. - 15.10.21 / *Size restriction* – 30 / *Prerequisites* – DidF1 / *Further Information* – gabriele.blell@engsem.uni-hannover.de

DidF1: Introduction to Teaching English as a Foreign Language

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

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 615

Kommentar This introductory methodology course is obligatory for all student teachers and we recommend participation in the 3rd or 4th semester. This course is designed to initiate a transition from a former pupil to a future teacher perspective regarding the teaching and learning of English as a foreign language (EFL). It thus will provide student teachers with an overview on fundamental theoretical, empirical as well as pedagogical areas that are involved in the process of teaching and learning EFL. Specifically, the course will cover: European and national language learning policies, second language learning theories, from methods to principles of teaching EFL intercultural communicative competence, receptive, productive, and mediation skills teaching grammar and vocabulary teaching literature digitalization and modern media.

We will also address the issue of heterogeneity in the EFL classroom by outlining means of internal differentiation and the educational mandate of inclusion. The promotion of (foreign) language learning as individual and collaborative achievement, developing learner- and learning-centred teaching, and supporting task-based learning will be focused on as particularly relevant issues for today's teaching of EFL. The main topics will be introduced, and they will be consolidated and deepened against the background of relevant research and examples of good classroom practices.

The course is based on Grimm, N. Meyer M. und Volkmann, L. Teaching English. Narr, 2015. Purchasing this textbook is highly recommended.

An optional tutorial will be offered.

To receive course credit (*Studienleistung*) you will have to pass two out of four online quizzes and collaboratively work on a case study in groups. The final examination (*Prüfungsleistung*) will be a written exam.

Bemerkung *Registration* – StudIP 01.09. - 15.10.2021 / *Size restriction* – 30 / *Further Information* – alexander.woltin@engsem.uni-hannover.de

Literatur *Obligatory Reading*: Grimm N. Meyer M. und Volkmann, L. Teaching English. Narr, 2015. Additional texts will be posted on StudIP.

DidF2

DidF2: Blended Learning in the FFL Classroom

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

Di wöchentl. 10:00 - 12:00 12.10.2021 - 25.01.2022 1502 - 615

Kommentar The Corona pandemic has led to many changes in educational institutions, and since the binding requirements of the Ministers of Education and Cultural Affairs on mixed forms of face-to-face and online teaching, the concept of blended learning is gradually becoming increasingly relevant. Blended learning (= asynchronous online learning and synchronous face-to-face teaching) and the use of digital educational media establish a didactic and methodological playing field for teaching English as a foreign language. In this seminar, we will explore how receptive (i.e., listening and reading) and productive (i.e., speaking and writing) skills as well as language means can be taught in digital and virtual environments using corresponding technological tools (e.g., computers, laptops, tablets, smartphones).

To receive course credit (Studienleistung) you will have to collaboratively present an assigned topic in an interactive and product-oriented way.

Bemerkung *Registration* – StudIP 01.09. - 15.09.2021 / *Size restriction* – 25 / *Prerequisites* – DidF1 / *Further Information* – alexander.woltin@engsem.uni-hannover.de

Literatur Check the syllabus on Stud-IP.

DidF2: Differentiated Instruction

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

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 1502 - 615

Kommentar Teachers increasingly need to look after the diverse needs and abilities of their learners today. Adapting activities for different learners while keeping this in balance with standardization & differentiation and competence orientation can be an extremely demanding task. Tomlinson and Imbeau (2010) describe differentiation as creating a balance between academic content and students' individual needs. They suggest that this balance is achieved by modifying four specific elements related to the curriculum: content, process, product, and affect. The teacher continually has to ask him/herself: "What does this student need at this moment in order to be able to progress with this key content, and what do I need to do to make that happen?" (p. 14).

The aim of this course is to reach an intense study of and focus on the topic of differentiation in teaching EFL. During the seminar you will experience the various fields of differentiation, analyse and discuss videotaped differentiated instruction scenarios, plan differentiated learning phases yourself etc. Furthermore, you will get to know a variety of learner-centred and activating learning methods within this context.

Tomlinson, C. A., & Imbeau, M. B. *Leading and managing a differentiated classroom*. ASC, 2010.

To receive course credit (Studienleistung) you will have to work on a collection of several assignments with your study buddy, which have to be uploaded on StudIP (in your personal Wiki).

Bemerkung *Registration* – StudIP 01.09. – 15.09.2021 / *Size restriction* – 25 / *Prerequisites* – DidF1 / *Further Information* – gabriele.blell@engsem.uni-hannover.de

Literatur u.a. Blell, Gabriele/Oldendörp, Jana (Eds.): *Diversität im Fokus fachdidaktischer und sonderpädagogischer Perspektiven - Inklusiven Englischunterricht planen (lernen)*. Peter Lang, 2021.

Tomlinson, C. A., & Imbeau, M. B. *Leading and managing a differentiated classroom*. ASC, 2010.

Empirische Forschungsmethoden in der Fremdsprachendidaktik

Seminar, SWS: 2, Max. Teilnehmer: 30
Oldendörp, Jana

Fr wöchentl. 14:00 - 16:00 15.10.2021 - 28.01.2022 1502 - 615

Kommentar Diese Veranstaltung ist eine Einführung in die Techniken wissenschaftlichen Arbeitens. Hierbei werden qualitative und quantitative Forschungsmethoden, die in der Fremdsprachendidaktik angewendet werden, vorgestellt und die Grundlagen

guter wissenschaftlicher Praxis vermittelt. Unter anderem werden die Konzeption von Fragebögen und Interviews, deren Auswertung und die Anwendung verschiedener Interpretationsverfahren Gegenstand dieser Veranstaltung sein.

Diese Differenzierung verschiedener Forschungsmethoden wird anhand von exemplarischen Best-Practice Beispielen und realitätsnahen Aufgabenstellungen eingeübt. Theoretische Hintergründe werden einführend vorgestellt. Ferner werden fundierte Kenntnisse über Zitierregeln nach MLA Citations und über die Nutzungsmöglichkeiten von Literaturdatenbanken wiederholt.

Bemerkung: Diese Veranstaltung richtet sich an BA und MA-Studierende, die in der Fremdsprachendidaktik ihre Abschlussarbeit planen. Es handelt sich um eine fakultative Veranstaltung, es werden keine Leistungspunkte vergeben. Die Veranstaltung ist als synchrones Online-Seminar geplant. In Absprache mit den teilnehmenden Studierenden werden dann bestimmte Termine als Präsenzveranstaltung stattfinden.

Bemerkung

Registration – StudIP 01.09.-15.09.2021 / Size restriction 30 / Prerequisites – none / Further Information – jana.oldendoerp@engsem.uni-hannover.de

Literatur

Caspari, D., Klippel, F., Legutke, M., Schramm, K. (Hrsg.) (2016): Forschungsmethoden in der Fremdsprachendidaktik. Ein Handbuch. Tübingen: Narr.

Doff, S. (Hrsg.) (2012): Fremdsprachenunterricht empirisch erforschen: Grundlagen – Methoden – Anwendung, Tübingen: Narr.

Weitere Literatur: siehe Stud.IP

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 13.10.2021 - 26.01.2022 1501 - -119

So wöchentl. 14:00 - 18:00 21.11.2021 - 30.01.2022 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".

Credits:

Außerschulisch FüBA: SK A and SK B

Lehramt FüBA/TE, started before Oct 2019: SK A and SK B

Lehramt FüBA/TE, started since Oct 2019: just for fun

Master: just for fun

Bemerkung

Registration – 13.10.21, 14:00 in the Theatre Room / *Prerequisites* – none / *Assessment Tasks* – participation in all aspects of the production / *Further Information* – peter.bennett@engsem.~

Lektüre-Kolloquium des Literarischen Salons: Neuestes vom Buchmarkt

Seminar, SWS: 2, Max. Teilnehmer: 25

Meyer-Kovac, Jens| Vogel, Matthias

Mi wöchentl. 16:00 - 18:00 20.10.2021 - 26.01.2022 1502 - 103

Kommentar Der Literarische Salon organisiert Lesungen und Gesprächsveranstaltungen zu Themen aus Literatur, Kultur, Wissenschaft und Gesellschaft. Eingeladen werden Regisseur*innen, Künstler*innen, Publizist*innen, Wissenschaftler*innen – und natürlich Schriftsteller*innen aus dem In- und Ausland. Das die Salon-Programme begleitende Kolloquium ist ein Lektürekurs zu den aktuellsten Veröffentlichungen des Buchmarkts unter den realen Bedingungen einer Veranstaltungs- bzw. Lesungsreihe. Dort ist Sorgfalt ebenso gefragt wie Tempo. Deshalb spielt im Kolloquium beides eine Rolle: Ausführlich analysiert werden zwei bis drei Romane, deren Autor*innen im Salon zu Gast sind. Zusätzlich blicken wir in Bücher, die es noch gar nicht gibt: Anhand von Druckfahnen oder eigens vorproduzierten Leseexemplaren sichten wir mehrere geplante, aber noch nicht veröffentlichte Titel. Hier zählt zunächst der erste Eindruck: Welche Bücher kommen für den Literarischen Salon in Frage? Auf welchen Roman sollen wir uns dann konzentrieren? Und welche*r Autor*in ist möglicherweise schon wenige Monate später zu Gast in Hannover?

Bemerkung Teilnehmerzahl: 25

Praxis-Seminar des Literarischen Salons: Kulturveranstaltungen

Seminar, SWS: 2, Max. Teilnehmer: 25
Meyer-Kovac, Jens| Reichard, Mariel Louisa

Mi wöchentl. 12:00 - 14:00 20.10.2021 - 26.01.2022 1502 - 116

Kommentar Die Lesungen und Gesprächsveranstaltungen zu Themen aus Literatur, Kultur, Wissenschaft und Gesellschaft des Literarischen Salons wenden sich an ein kulturinteressiertes Publikum aus Hannover und der Region. Für die Seminarteilnehmer*innen dient der Literarische Salon als Praxisfeld, in dem zentrale Aspekte der Literaturvermittlung und des Kulturmanagements beispielhaft vermittelt werden und wo gleichzeitig Einblicke in den aktuellen Kulturbetrieb genommen werden können. Schriftliche Aufgaben (Einladungsschreiben, Presse- oder Programmtexte etc.) und praktische Übungen (Moderation, Präsentation) werden ergänzt durch Besuche von Salon-Veranstaltungen des laufenden Semesters. Am Ende soll aus dem Seminar eine gemeinsam erarbeitete Veranstaltung hervorgehen, welche die Seminarteilnehmer*innen selbstständig planen und die sie im Programm des Literarischen Salons praktisch umsetzen können.

Bemerkung Teilnehmerzahl: 25

SPE/SK: Digitalisation in the Classroom

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Gans, Anne| Schneller, Jill| Wright, Linda Elsie

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 609

Kommentar This course focusses on the changing world of the digitalisation of the classroom. We will examine a number of online resources for teaching and learning language and ways to incorporate digital activities into assessment tasks. We will also discuss what needs to be taken into consideration for online instruction and the use of smart media in the classroom, as well as issues such as fake news and the media. Each group will be taught by all three instructors on a rotating schedule, so students will experience three instructors with a diverse range of experience, expertise, teaching styles, backgrounds and pronunciations.

The partner course (Diversity) will be taught parallel. Students who wish to become teachers AND began studying after 1 October, 2019, need only take one of the two courses for credit for Schlüsselkompetenz Bereich B but may participate in the other course also for fun, provided there are free places.

This course counts for EITHER Language Practice Elective (SPE) OR Schlüsselkompetenzen (SK).

Credits:

Außerschulisch FÜBA: SPE1 or SPE2 or SK A or SK B

Lehramt FÜBA/TE, started before Oct 2019: SK A or SK B

Lehramt FÜBA/TE, started since Oct 2019: SK B

Master: just for fun

Bemerkung

Registration – StudIP 01.09.21-15.09.21 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: one written task/oral presentation. PL (SPE): 90-minute written exam / Further Information – anne.gans@engsem.~

SPE/SK: Diversity Group 1

Seminar/Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 25
Gans, Anne | Schneller, Jill | Wright, Linda Elsie

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 709

Kommentar

This course discusses the concept of diversity in general and with particular focus on diversity of a learner group. We will examine some theory and concentrate on practical tasks to work with diverse groups. Each group will be taught by all three instructors on a rotating schedule, so students will experience three instructors with a diverse range of experience, expertise, teaching styles, backgrounds and pronunciations. While the main focus will be on diversity in the classroom, the concepts and tasks will also be applicable to working with any diverse professional group.

The partner course (Digitalisation in the Classroom) will be taught parallel. Students who began studying after 1 October, 2019, need only take one of the two courses for credit for Schlüsselkompetenz Bereich B but may participate in the other course also for fun, provided there are free places.

This course counts for EITHER Language Practice Elective (SPE) OR Schlüsselkompetenzen (SK).

Credits:

Außerschulisch FÜBA: SPE1 or SPE2 or SK A or SK B

Lehramt FÜBA/TE, started before Oct 2019: SK A or SK B

Lehramt FÜBA/TE, started since Oct 2019: SK B

Master: just for fun

Bemerkung

Registration – StudIP 01.09.21-15.09.21 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: one written task/oral presentation. PL (SPE): 90-minute written exam / Further Information – anne.gans@engsem.~

SPE/SK: Investigating Song Texts (Blockkurs)

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

Block 09:30 - 15:00 04.10.2021 - 08.10.2021 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 (SPE) OR Schlüsselkompetenzen (SK).

Credits:

Außerschulisch FÜBA: SPE1 or SPE2 or SK A or SK B

Lehramt FÜBA/TE, started before Oct 2019: SK A or SK B

Lehramt FÜBA/TE, started since Oct 2019: just for fun

Master: just for fun

Bemerkung *Registration* – StudIP 01.09.21-15.09.21 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: one written task + one oral presentation. PL (SPE): 90-minute exam / *Further Information* – anne.gans@engsem.~

Masterstudiengang Lehramt an Gymnasien - Fach Englisch

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

DidPA: Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
Kuhrs Woltin, Alexander

Di wöchentl. 14:00 - 16:00 12.10.2021 - 25.01.2022 1502 - 613

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. Der Fokus liegt auf Unterrichtsplanungen aus der und für die Praxis. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven. Neben binnendifferenzierenden Unterrichtsmaßnahmen wird auf den Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe fokussiert. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Als Studienleistung arbeiten Sie an einem aufgabenbasierten Portfolio und nehmen den Blockkonsultationstermin bei Becker-Rolfs, Blanckertz, oder Traumann wahr – siehe KVV).

Bemerkung *Registration* – StudIP 01.03 - 15.09.2021 / *Size restriction* – 20 / *Prerequisites* – DidF / *Further Information* – alexander.woltin@engsem.uni-hannover.de

Literatur Thaler, E. Englisch unterrichten: Grundlagen - Kompetenzen - Methoden. Cornelsen, 2012.

Der Kauf dieses Grundlagenwerks wird vorausgesetzt

DidPA: Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
Blanckertz, Janka

Do wöchentl. 16:00 - 18:00 14.10.2021 - 27.01.2022 1502 - 615

Kommentar Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Der Fokus liegt auf Unterrichtsplanungen aus der und für die Praxis. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven. Neben binnendifferenzierenden Unterrichtsmaßnahmen wird auf den Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe fokussiert. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Als Studienleistung arbeiten Sie an einem aufgabenbasierten Portfolio und nehmen den Blockkonsultationstermin bei Becker-Rolfs, Blanckertz, oder Traumann wahr – siehe KVV).

Bemerkung *Registration* – StudIP 01.09. - 15.09.21 / *Size restriction* – 20 / *Prerequisites* – DidF / *Further Information* – janka.blanckertz@engsem.uni-hannover.de

Literatur Thaler, E. Englisch unterrichten: Grundlagen - Kompetenzen - Methoden. Cornelsen, 2012.

Der Kauf dieses Grundlagenwerks wird vorausgesetzt.

Zusätzliche Texte werden via StudIP bereitgestellt

DidPA: Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
Becker-Rolfs, Carolin

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 615

Kommentar Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Der Fokus liegt auf Unterrichtsplanungen aus der und für die Praxis. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven. Neben binnendifferenzierenden Unterrichtsmaßnahmen wird auf den Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe fokussiert. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.
Als Studienleistung arbeiten Sie an einem aufgabenbasierten Portfolio und nehmen den Blockkonsultationstermin bei Becker-Rolfs, Blanckertz, oder Traumann wahr – siehe KVV).

Bemerkung *Registration* – StudIP 01.09. - 15.09.2021 / *Size restriction* – 20 / *Prerequisites* – DidF / *Further Information* –carolin.becker-rolfs@engsem.uni-hannover.de

Literatur Thaler, E. Englisch unterrichten: Grundlagen - Kompetenzen - Methoden. Cornelsen, 2012.

Der Kauf dieses Grundlagenwerks wird vorausgesetzt.

Zusätzliche Texte werden via StudIP bereitgestellt.

Fachpraktikum (1)

Fachpraktikum, SWS: 2, Max. Teilnehmer: 15
Kuhrs Woltin, Alexander

Do wöchentl. 14:00 - 16:00 27.01.2022 - 31.03.2022 1502 - 613

Kommentar Das Lehrgebiet Didaktik des Englischen hat diverse Kooperationsschulen (u.a. IGS Hannover-Mühlenberg, KGS Ronnenberg, KGS Sehnde & IGS Stöcken) und kann Ihnen für ein universitär begleitetes Fachpraktikum Plätze zuweisen. Die Platzvergabe erfolgt auf der Grundlage Ihrer Anmeldung in StudIP, eines eingereichten Motivationsschreibens und den uns zur Verfügung stehenden Fachpraktikumsplätzen.

Das universitär begleitete Fachpraktikum ist ein wesentliches Element Ihrer ersten reflektierenden Praxiserfahrung hin zu einer sich anbahnenden professionellen Unterrichtskompetenz in der output-orientierten Vermittlung der kommunikativen und interkulturellen Fähigkeiten und Fertigkeiten des Englischunterrichts. Das Fachpraktikum ermöglicht Ihnen neben der schulpraktischen Erprobung Ihrer bisher entwickelten Fach- und Methodenkompetenzen auch Einblicke in Ihre pädagogische, soziale und Selbstkompetenz. Während Ihres Fachpraktikums, unter Betreuung schulansässiger Mentoren, werden zusätzlich drei universitäre Veranstaltungsblöcke angeboten:
Eine Fachpraktikumsvorbereitungsveranstaltung
Eine Zwischenevaluationsveranstaltung
Eine Fachpraktikumsnachbereitungsveranstaltung

Die schriftliche Planung eines konkreten Unterrichtsbesuchs wird kollaborativ im Seminar betrachtet werden – ggf. werden Sie zu dieser konzipierten Stunde von einer universitären Dozentin / einem universitären Dozenten besucht und im Anschluss kollegial beraten.

Diese Veranstaltung ist offen für alle interessierten Englischfachpraktikanten*innen unter der Voraussetzung, dass DidPA erfolgreich absolviert wurde und ein verbindliche Fachpraktikumsplatzzusage vorliegt. Die entsprechenden Termine für die Veranstaltungen werden über StudIP bekannt gegeben

Bemerkung *Registration* – StudIP / *Size restriction* – 15 / *Prerequisites* – DidF / *Further Information* –alexander.woltin@engsem.uni-hannover.de

Literatur See course page on StudIP.

Fachpraktikum (2)

Fachpraktikum, SWS: 2, Max. Teilnehmer: 15
Kuhns Woltin, Alexander

Fr wöchentl. 14:00 - 16:00 28.01.2022 - 01.04.2022 1502 - 613

Kommentar Das Lehrgebiet Didaktik des Englischen hat diverse Kooperationsschulen (u.a. IGS Hannover-Mühlenberg, KGS Ronnenberg, KGS Sehnde & IGS Stöcken) und kann Ihnen für ein universitär begleitetes Fachpraktikum Plätze zuweisen. Die Platzvergabe erfolgt auf der Grundlage Ihrer Anmeldung in StudIP, eines eingereichten Motivationsschreibens und den uns zur Verfügung stehenden Fachpraktikumsplätzen.

Das universitär begleitete Fachpraktikum ist ein wesentliches Element Ihrer ersten reflektierenden Praxiserfahrung hin zu einer sich anbahnenden professionellen Unterrichtskompetenz in der output-orientierten Vermittlung der kommunikativen und interkulturellen Fähigkeiten und Fertigkeiten des Englischunterrichts. Das Fachpraktikum ermöglicht Ihnen neben der schulpraktischen Erprobung Ihrer bisher entwickelten Fach- und Methodenkompetenzen auch Einblicke in Ihre pädagogische, soziale und Selbstkompetenz. Während Ihres Fachpraktikums, unter Betreuung schulansässiger Mentoren, werden zusätzlich drei universitäre Veranstaltungsblöcke angeboten:
Eine Fachpraktikumsvorbereitungsveranstaltung
Eine Zwischenevaluationsveranstaltung
Eine Fachpraktikumsnachbereitungsveranstaltung

Die schriftliche Planung eines konkreten Unterrichtsbesuchs wird kollaborativ im Seminar betrachtet werden – ggf. werden Sie zu dieser konzipierten Stunde von einer universitären Dozentin / einem universitären Dozenten besucht und im Anschluss kollegial beraten.

Diese Veranstaltung ist offen für alle interessierten Englischfachpraktikanten*innen unter der Voraussetzung, dass DidPA erfolgreich absolviert wurde und ein verbindliche Fachpraktikumsplatzzusage vorliegt. Die entsprechenden Termine für die Veranstaltungen werden über StudIP bekannt gegeben

Bemerkung Registration – StudIP / *Size restriction* – 15 / *Prerequisites* – DidF / *Further Information* –alexander.woltin@engsem.uni-hannover.de

Literatur See course page on StudIP.

Planung & Analyse von Englischunterricht (aktuelle Themen aus der Praxis für die Praxis und Reflexion)

Seminar, Max. Teilnehmer: 12
Becker-Rolfs, Carolin| Blanckertz, Janka| Traumann, Sven

Mi Einzel 15:00 - 18:00 27.10.2021 - 27.10.2021 1502 - 613

Do Einzel 16:00 - 19:00 18.11.2021 - 18.11.2021 1502 - 613

Fr Einzel 14:00 - 17:00 28.01.2022 - 28.01.2022 1502 - 613

Kommentar Studierende, die im Sommersemester das (Haupt-)Seminar DidPA und ihr Fachpraktikum erfolgreich abgeschlossen sowie ein erstes *Draft* ihres Fachpraktikumsberichts vorliegen haben, sind angehalten einen der drei DidPA-Block-Begleittermine bei einer Dozentin / einem Dozenten ihrer Wahl verbindlich zu belegen, um das Modul „Fachpraktikum Englisch“ komplett abzuschließen.

Neben Einblicken in aktuelle englischunterrichtspraktische Themen, soll die Fachpraktikumsreflexion und ein kollegiales Feedback zu spezifischen Fragen zu dem eigenen Fachpraktikumsbericht im Fokus dieser **verbindlichen** Begleitveranstaltung stehen.

Es handelt sich um eine verbindliche Blockveranstaltungen von 270 Minuten Länge:

- a.) Impulsbeitrag zu aktuellen Themen aus der Praxis für die Praxis (Termine und Themen s. unten)
- b.) Impulsgeleitete Reflexion des absolvierten Fachpraktikums

c.) Wiederholung verbindlicher Formalia des Fachpraktikumsberichts einschließlich kollegialer Beratung / Feedback

Bitte melden Sie sich via StudIP an und ordnen Sie sich einer Blockveranstaltung zu. Die Blockveranstaltungen sind auf max. 12 Teilnehmer*innen begrenzt.

Seminar I	Traumann (sven.traumann@engsem.uni-hannover.de) Thema: Didaktische Reduktion Zeit: 27.10.2021; 15:00 – 18:00 Uhr
Seminar II	Becker-Rolfs (carolin.becker-rolfs@engsem.uni-hannover.de) Thema: Feedback Zeit: 18.11.2021; 16-19 Uhr
Seminar III	Blanckertz (janka.blanckertz@engsem.uni-hannover.de) Thema : Lese-Rechtschreibschwierigkeiten im EU Zeit: 28.01.2021; 14:00 – 17:00

Bemerkung *Registration* – StudIP / *Prerequisites* – DidF & DidPA

Advanced Methodology (DidA) (Erst-, Zweitfach und Kleine Fakultas)

DidA: Classroom analysis - engaging methods and means

Seminar, SWS: 2, Max. Teilnehmer: 30
Traumann, Sven

Mi wöchentl. 14:00 - 16:00 13.10.2021 - 26.01.2022 1502 - 615

Kommentar This course aims at engaging in classroom situations, such as practicing methods, evaluating student performance in class and promoting cooperative learning. Students are required to actively take part in the seminar to experience methods and practice useful techniques for classroom situations. Apart from analyzing videos, we will try out certain methods, have a look at students' performance in written and oral form and consider how a positive classroom atmosphere can be created.

To receive course credit (Studienleistung) you will have to correct an English student's exam, prepare a micro teaching session of 10-15 minutes and actively attend the course in 10 sessions. The final examination (Prüfungsleistung) will be a written paper of 15 pages in English.

Bemerkung *Registration* – StudIP 01.09. - 15.09.2021 / *Size restriction* – 30 / *Prerequisites* – DidF / *Further Information* –sven.traumann@engsem.uni-hannover.de

Literatur See course page on StudIP.

DidA: Explanatory Videos in the EFL Classroom

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

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 613

Kommentar Explanatory videos are becoming increasingly important both in the private sphere and in the field of education. Empirical findings prove positive effects of explanatory videos in the area of cognitive but also affective factors. In this seminar, we will examine the medium of explanatory videos against the background of their popularity (cf. JIM Study 2017) and multimodality for EFL classrooms. The focus will be on different forms and functions of explanatory videos as well as embedding them in flipped classroom settings. After a theoretical and technical foundation, we will produce and evaluate explanatory videos for selected skills and learning strategies in a criterion-oriented way.

To receive course credit (Studienleistung) you will have to collaboratively present an assigned topic in an interactive and product-oriented way. An independently produced

	explanatory video (= product) and a corresponding exposé (= written assignment) make up the examination credits (Prüfungsleistung)
Bemerkung	<i>Registration</i> – StudIP 01.09. - 15.09.21 / <i>Size restriction</i> – 30 / <i>Prerequisites</i> – DidF / <i>Further Information</i> –alexander.kuhrs.woltin@engsem.uni-hannover.de
Literatur	See course page on StudIP.

DidA: Racism Must Not Be Tolerated: Challenges to Teaching Diversity

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

Di wöchentl. 14:00 - 16:00 12.10.2021 - 25.01.2022 1502 - 615

Kommentar Some people tell us that we should stop talking about skin color and see everyone as a 'global citizen'. Others say that racism is not a problem anymore and that calling it out in conversation is wrong. But racism is (still) a problem, and it needs to be talked about in school, i.e., in the EFL classroom as well. Examining and analyzing racist-relevant topics in an anti-racist EFL classroom does not only expand and heighten one's awareness and competence in taking action and responding to racism but may also avoid the (re-) production of racism(s). This course is designed to provide, explore and discuss:

- personal beliefs, values, attitudes about race and racism (our professional identities as teachers);
- selected theoretical fundamentals concerning racism (e.g., Critical Race Studies, Cultural and Intersectionality Studies, Diversity Studies, Anti-Racist Education (Rassismuskritische Bildung),
- creative teaching strategies that can help the process of speaking about racism become less threatening and more productive (e.g., subversive intervention strategies against hate speech/ hate poetry; anti-racist analysis of coursebooks/materials; multimodal text work, e.g. *The Hate U Give* (2017, by Angela Thomas), *The Freedomwriters Diary* (1999, non-fiction), poster, cartoon analysis etc.).

To receive course credit (Studienleistung) you will have to work on a collection of several assignments with your study buddy, which have to be uploaded on StudIP (in your personal Wiki). The final examination (**Prüfungsleistung**), if you want to do a PL in this DidA course, will be a **'live' OR online in-class presentation and a term paper (4000 words) OR a classic term paper (5000 words)**.

Bemerkung	<i>Registration</i> – StudIP 01.09. - 15.09.2021 / <i>Size restriction</i> – 30 / <i>Prerequisites</i> – DidF / <i>Further Information</i> –Gabriele.blell@engsem.uni-hannover.de
Literatur	<i>Required Reading</i> : See course page on StudIP. Recommended: Fereidooni, K.& Simon, N. (Hrsg.). <i>Rassismuskritische Fachdidaktiken</i> . Springer, 2020.

DidA: Teaching Global Issues with Documentaries

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

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 615

Kommentar Students enjoy watching movies and television for a variety of reasons. For one, they receive exposure to authentic language in a non-threatening setting. Secondly, movies and videos provide common ground for students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003 including feature films, documentaries, shorts, etc. This course is designed to help you to teach especially short (fictional and non-fictional) films in Sek. I and II: documentaries, docufictions, mockumentaries, docudramas etc. The course follows a double aim: linking TEFL with related academic disciplines, and combining theory, methodology and exemplary lessons. Global issues will be in the centre of teaching the selected documentaries.

To receive course credit (Studienleistung) you will have to work on a collection of several assignments with your study buddy, which have to be uploaded on StudIP (in your personal Wiki). The final examination (**Prüfungsleistung**), if you want to do a PL

in this DidA course, will be a 'live' OR online in-class presentation and a term paper (4000 words) OR a classic term paper (5000 words).

Bemerkung *Registration* – StudIP 01.09. - 15.09.2021 / *Size restriction* – 30 / *Prerequisites* – DidF / *Further Information* –Gabriele.blell@engsem.uni-hannover.de

Literatur *Required Reading:*

See course page on StudIP

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

AmerA

AmerA/AA2/AAS4: Post-World-War II American Science Fiction in Literature, Film and Television

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

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar This seminar offers a broad overview on the history of (mostly US-)American science fiction since the Second World War and considers seminal examples in a variety of forms and media. Narratives discussed in this seminar include short stories by Philip K. Dick, Octavia E. Butler's novel *Wild Seed* (1980), Margaret Atwood's *The Handmaid's Tale* (1985), popular science fiction films such as *Forbidden Planet* (1956) and *Blade Runner* (1982, based on Dick's novel *Do Androids Dream of Electric Sheep?*), as well as sci-fi television series such as *Star Trek* (1966-69) or the recent adaptation of Atwood's *Handmaid's Tale* (since 2017). We will also discuss influential theoretical work on the genre and consider the differences between (and shared concerns of) literary sci-fi texts and their screen adaptations.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur Please purchase Margaret Atwood's *The Handmaid's Tale* and Octavia E. Butler's *Wild Seed*. Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 609

Kommentar Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, *Gender Trouble* (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well provide the opportunity for discussion collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the 1619 Project, which also considers performativity in terms of historiography and the US's legacy race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur Please purchase Judith Butler's *Gender Trouble*. Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, *Gender Trouble* (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well as provide the opportunity for discussion and collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the *1619 Project*, which also considers performativity in terms of historiography and the US's legacy of race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur Please purchase Judith Butler's *Gender Trouble*. Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3: Weak Theories

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 615

Kommentar In this class on theory, we will read and work with texts that were developed in the field of phenomenology, affect theory, indigenous studies, environmental humanities, and Black feminist studies. Based on ideas developed by Spinoza, Gilles Deleuze, or queer theorist Eve Kosofsky Sedgwick, in recent years the humanities have witnessed a turn towards a critical engagement that questions the traditional opposition of reason and emotion, mind and body, as well as linearities and hierarchies of knowledges.

We will discuss theoretical approaches which formulate a critique around what Benjamin Kahan called a "Weak Theory." We will engage with approaches of reparative reading, felt theory, and the affective turn. As this class wants to show, our ways of thinking and theorizing about the world also translate into practical engagement with our social environment.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 1.09.-15.09.2021; MAAS 17.09.-30.09.2021 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~

Literatur Also, we will read Ocean Vuong's *On Earth We're Briefly Gorgeous* (2019). Please purchase a copy of this novel (*NOT* on amazon).

All other texts will be made available on StudIP.

AmerA, AAS1: Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 40
Brasch, Ilka| Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 11.10.2021 - 27.01.2022 1502 - 609

Kommentar	This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant and in which they tend to be challenged. This class will not provide an overview of the different stages of theorization from the past to the present, but rather be concerned with how literary studies 'work,' and how students can engage with and employ theory in their own work. To this end, we will explore different modes of reading and of analysis, such as close reading and reading 'against the grain,' moving from critical inquiry to practical application.
Bemerkung	<i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / <i>Prerequisites</i> – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~ or ruth.mayer@engsem.~
Literatur	Will be made available on StudIP.

AmerA/AAS2/3/4: Photography and Narrative

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar	This class is occasioned by the exhibition <i>True Pictures? Contemporary Photography from Canada and the United States</i> , which will take place in the Sprengel Museum in Hannover from November to February. The division of American Studies will host a one-day symposium with talks and discussions about photography and storytelling on January 21 in the Sprengel Museum. This will be a mandatory part of the class, please be sure that you are available at this date and can participate. The class will engage with the exhibition, and thus ask about photography as art, but it will also go beyond this and take into account photography's history as an instrument of documentation, identification, social surveillance and private use. Throughout the semester, we will be concerned with the story-telling capacity of photographs, and thus also look closely at photobooks, literary and filmic representations of photography and other mixed-media approaches.
Bemerkung	<i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / <i>Prerequisites</i> – BA: Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~
Literatur	All course texts will be made available on Stud.IP.

AmerA/AAS2/AAS3/AAS4: Christmas in America: History, Ideology, and Popular Culture

Seminar, SWS: 2, Max. Teilnehmer: 40
Loock, Kathleen

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar	In this course, we will trace the history of Christmas in America from colonial days to today and discuss the shifting nature of the holiday in terms of its cultural, religious, political, and economic meanings. Puritans in colonial Massachusetts outlawed Christmas. They rejected the holiday's carnival origins celebrating disorder and the temporary inversion of established (social) hierarchies because it created an occasion for drunkenness and riot. Christmas traditions as we know them (with tinsel trees, filled stockings, Christmas cards, and Santa Claus) only emerged in the mid-nineteenth century when the rambunctious, carnivalesque holiday was reimagined as a family-centered, domestic affair that took place in the home, no longer in the public sphere. Charles Dickens's <i>A Christmas Carol</i> (1843) fueled this "invention of tradition" (Eric Hobsbawm) and visual culture (ranging from illustrations in books and magazines, advertisements and Christmas cards to holiday movies) was crucial for the construction of modern Christmas as a holiday that merges materialism and normative family values. The course will provide you with the historical and theoretical background against which we will analyze our primary material consisting of Christmas literature and print media as well as classic Christmas songs and movies.
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Bemerkung	<i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / <i>Prerequisites</i> – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~
Literatur	Will be made available on StudIP.

AmerA/AAS2/AAS3, AS: The 1619 Project (and Beyond)

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

Do wöchentl. 14:00 - 16:00 21.10.2021 - 27.01.2022 1502 - 703

Kommentar In August 2019, the *New York Times Magazine* launched the *1619 Project*, a special issue of the magazine that contains essays, poems, and fiction that re-read United States history through the lens of slavery. The project was accompanied by news articles, live events, and a podcast, expanding beyond the confines of a magazine issue. Particularly because of its revisionist historiography and political appeal, the project received both praise and criticism, sparking debates about the impact of slavery, the practice and function of history, and more. In this class, we will engage closely with the material the *1619 Project* has to offer and study the multiple affirmatory and critical responses it garnered. We will additionally contextualize the project by engaging with literature that reflects on the history of slavery, particularly Colson Whitehead's 2016 novel *The Underground Railroad*. The class will conclude with a longer session at the Hannover Kunstverein on February 7th, where we will visit an exhibit by, as well as meet with, the artist Kameelah Janan Rasheed. Her work engages with questions of both race and gender, and we will cooperate with Abby Fagan's class for this event. Please note that the course dates are slightly different in order to make the February event with Rasheed possible.

Dates: 21.10.2021 – 16.12.2021, 13.01.2022 - 27.01.2022, and Monday, 07.02.2022 (all day)

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 /
Prerequisites – BA: Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Literatur During the semester, you will be asked to buy a copy of Whitehead's *The Underground Railroad*.

BritA

BritA, AAS1: Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers as well as bachelor's and master's theses.

As a preparation for each class you are asked to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as the descriptive chapter by Peter Barry. Relying on the analytical categories from the Introduction to Literary Studies (AmerBritF1) and the historical knowledge from the BritF2 Survey Lecture we will apply the theories to Charlotte Brontë's novel *Jane Eyre* (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text. The non-graded course work will be a short excerpt covering one chapter of Barry's *Beginning Theory*.

- Bemerkung *Reader* – Copyshop Stork (Körnerstraße 3) from 11.10.2021 and Stud.IP / *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~
- Literatur *Required Reading and Purchase*
- Gohrisch, Jana. “Guidelines and Reading Material British and Postcolonial Studies” (September 2021). The “Guidelines” are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.
- Barry, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. 4th ed. Manchester University Press, 2017.
- Brontë, Charlotte. *Jane Eyre*. Norton, 2001 or 2016. Instead of the Norton editions, you may use the Oxford World’s Classics or the Penguin Classics editions (complete with introduction and notes).
- Please buy your own copies of Brontë’s novel and of Peter Barry’s *Beginning Theory*. The theoretical texts covered in the seminar will be available free of charge in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP.
- Please read Charlotte Brontë’s novel during term break, i.e. before the course begins.**

BritA, AAS2, AAS3, AAS5, AS: British and Postcolonial Studies

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

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor’s and master’s degree courses with the aim to write a term paper or a final paper, i.e. a bachelor’s or master’s thesis. Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British and British-Caribbean literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we may discuss as well.

We will use the novel to practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Please study the “Guidelines and Reading Material. British and Postcolonial Studies” (see below) prior to class. For your revision of British and Postcolonial literary history, theories and methods I recommend Martin Middeke et al. (eds.) *English and American Studies. Theory and Practice*. J.B. Metzler, 2012 (available free of charge via Springer).

Bemerkung *Registration* – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. “Guidelines and Reading Material British and Postcolonial Studies” (September 2021). The “Guidelines” are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Andrea Levy. *The Long Song* (2010)

BritA, AAS2, AAS3, AAS5, AS: Greening the Library: Ecocritical Approaches to Literature and Film

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

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar Over the last twenty-five years, ecocriticism has become a central theory in literary and cultural studies. Subscribing to the idea that environment matters and does not merely serve as the 'background' of a story, ecocriticism explores the ways in which relationships between human beings, culture and nature are constructed. Informed by an avowedly political agenda, this seminar goes beyond a 'green' moral of sustainability and ties literary analysis to issues of power, (in)equality, class, race, gender, economy and consumerism. Probing the rich variety of 'earth-centred' approaches, we will begin with Shakespeare's comedy *As You Like It* (1623) to discuss what functions the setting in the fictional forest of Arden has for the play. Continuing to explore the political dimensions of the pastoral, we shall analyse Romantic poetry by William Wordsworth and John Clare before we move on to study Australian constructions of wilderness in Julia Leigh's novel *The Hunter* (1999). We shall then turn to representations of the seascape as metaphors for the 'middle passage' in Fred D'Aguiar's novel *Feeding the Ghosts* (1997) and Derek Walcott's poem "The Sea Is History" (1979). To close the seminar, we will discuss Caryl Churchill's dystopian drama *Far Away* (2000).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Further Information* -hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrlich, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase William Shakespeare's *As You Like It* (well-annotated edition), Julia Leigh's *The Hunter*, Fred D'Aguiar's *Feeding the Ghosts* and Caryl Churchill's *Far Away* and read at least Shakespeare's play prior to class. All other primary and secondary material will be provided on Stud.IP at the beginning of the term.

BritA, AAS2, AAS3: Contemporary British Drama

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar This course will familiarise students with contemporary developments, playwrights and genres in 21st-century British drama. Following a chronological order, we will begin with Caryl Churchill's short dystopian *Far Away* (2000), a play that the *Guardian* describes as unsettled and "a masterclass of tension". Subsequently, we will investigate Laura Wade's *Posh*, a play that portrays a group of Oxford students that are part of a fictionalised version of the Bullingdon Club. Afterwards, we will turn to Alan Bennett's *People* (2012), a play that features a South Yorkshire country house, its upper-class owners, and their attempts to manoeuvre Britain's heritage industry. Finally, we will read Maureen Lennon's *Us Against Whatever*, a karaoke cabaret that follows the experiences of the two female protagonists within Britain's precarious political climate in the run-up to the 2016 referendum.

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 that is predominantly based on the categories class and gender in order to investigate recent developments and themes in contemporary British drama.

Bemerkung *Registration* – 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –janna-lena.neumann@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Caryl Churchill: *Far Away* (2000)

Laura Wade: *Posh* (2010)

Alan Bennett: *People* (2012)

Maureen Lennon: *Us Against Whatever* (2019)

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

BritA, AAS2, AAS3: Restoration Theatre - Culture of Display and Disguise

Seminar, SWS: 2, Max. Teilnehmer: 40
Ippendorf, Elena

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar With the restoration of the monarchy and Charles II's ascendancy to the English throne in 1660, the institution of the theatre was restored as well. After an 18-year gap in theatrical production during the Interregnum, some customs were renegotiated. The first English actresses appeared on stage and boy-actors, young men trained to play female roles, became obsolete and were eventually banned.

In this course, we will be examining this turbulent and innovative period in English theatre history. We will chart the changes in comedy, the genre Restoration drama is best known for today, throughout the period, as well as look at Shakespearean adaptation and tragedy.

Beyond practising a close reading of this range of plays, a particular focus of this course will be exploring their political as well as material production contexts.

How were the theatre companies organised? Who were the first English actresses and how did their appearance change theatrical conventions? How did the performance spaces influence the productions? Who was in the audience? In what ways were notions of gender identity negotiated in performance both onstage as well as off? How did the series of political crisis of the time influence theatrical production? And, last but not least, how can Restoration drama be staged today? Pandemic permitting, we will be exploring answers to that last question performatively.

Bemerkung *Registration* – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –elena.ippendorf@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or

accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase your own copies of the plays *The Country Wife* by William Wycherley (1675), *The Rover* by Aphra Behn (1677), *All for Love* by John Dryden (1677) and *Love's Last Shift* by Colley Cibber (1696) [all of which can be found for instance in Womersley, David. *Restoration Drama: An Anthology* (2000)]. All other texts will be made available on Stud.IP.

During term break please read up on the historical context of the restoration of the monarchy in 1660 as well as the basic principles of analysis of drama (see recommendations).

Recommended Reading

Fuchs, Elinor. "EF's Visit to a Small Planet: Some Questions to Ask a Play." (2004)

Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2014 (4. Auflage)

BritA, AAS2, AAS5, AS: South Africa: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar In this seminar, we will read fictional and historiographic texts about South Africa before and after the transition from the white minority rule of the apartheid system to a democratic society signaled by the first democratic elections of 1994. We will begin with Sindiwe Magona's *Mother to Mother* (1998) about post-apartheid violence, an issue which also features in *Disgrace* (1999), a novel by J.M. Coetzee, who won the Nobel Prize for Literature in 2003. To conclude, we will read Phaswanes Mpe's thematically disturbing and aesthetically challenging novel *Welcome to Our Hillbrow* (2001) about inner-city problems, migration and HIV/AIDS. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race, ethnicity and class as well as on the narrative strategies and tropes employed by the texts practicing the analytical terms from the Introduction to Literary Studies (AmerBritF1).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Clark, N. and W.H. Worger. *South Africa. The Rise and Fall of Apartheid* (2011)

Coetzee, J.M. *Disgrace* (1999)

Magona, Sindiwe. *Mother to Mother* (1998)

Mpe, Phaswane. *Welcome to our Hillbrow* (2001)

Please buy and bring your own copies of the novels by Coetzee, Magona and Mpe. Read all three of them during term break and familiarise yourself with South African and British colonial history. The chapters from the historiographic texts will be made available on Stud.IP.

Recommended Reading

Dalziel, Nigel. *The Penguin Historical Atlas of the British Empire* (2006)

Thompson, Leonard. *A History of South Africa* (4th ed. 2014)

LingA1

LingA1/LingA2; M8/M9: Linguistic Landscapes

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar

In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.

This class will include questions of multilingualism, dominance of languages, language policies, identity creation, naming strategies, humour, etc. In our LL analyses, the focus will be on questions such as:

How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs monolingual, bilingual, multilingual and in what ways, i.e. what combinations of languages do occur? Are different languages used for different contents and in different domains? In what forms do signs occur (notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites)? What about the language in terms of normativity: orthography, handwriting conventions, lexicon, morphology, syntax, literacy level, etc.?

This seminar is primarily aimed at advanced university students of language and linguistics. No previous experience with LL studies is required, but participants should have a firm background in linguistics. Thus, participants are expected to have a proper understanding of what linguistic fields such as morphology, syntax, semantics and pragmatics are all about; they should also be able to read basic phonetic transcription and understand phonemic representation.

Bemerkung

Registration – Stud.IP 01.09.2021-30.09.2021

Size restriction – None

Prerequisites – LingF1-LingF4 (FüBA); M1-M3 (DEL)

Studiengänge – FüBA, 3. Fach LG, MEd LG, MEd LbS, DEL

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

Literatur

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

Schmitt, Holger. 2018. *Language in the Public Space. An Introduction to the Linguistic Landscape*. ISBN 978-1-9829-2542-0 (independently published).

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

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 003

Kommentar This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 113

Kommentar This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA2

LingA1/LingA2; M8/M9: Linguistic Landscapes

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.

This class will include questions of multilingualism, dominance of languages, language policies, identity creation, naming strategies, humour, etc. In our LL analyses, the focus will be on questions such as:

How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs monolingual, bilingual, multilingual and in what ways, i.e. what combinations of languages do occur? Are different languages used for different contents and in different domains? In what forms do signs occur (notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites)?

What about the language in terms of normativity: orthography, handwriting conventions, lexicon, morphology, syntax, literacy level, etc.?

This seminar is primarily aimed at advanced university students of language and linguistics. No previous experience with LL studies is required, but participants should have a firm background in linguistics. Thus, participants are expected to have a proper understanding of what linguistic fields such as morphology, syntax, semantics and pragmatics are all about; they should also be able to read basic phonetic transcription and understand phonemic representation.

Bemerkung	<p><i>Registration</i> – Stud.IP 01.09.2021-30.09.2021</p> <p><i>Size restriction</i> – None</p> <p><i>Prerequisites</i> – LingF1-LingF4 (FüBA); M1-M3 (DEL)</p> <p><i>Studiengänge</i> – FüBA, 3. Fach LG, MEd LG, MEd LbS, DEL</p> <p><i>Further information</i> –rainer.schulze@engsem.uni-hannover.de</p>
Literatur	<p>The following textbook will be used in class and is highly recommended for purchase:</p> <p>Schmitt, Holger. 2018. <i>Language in the Public Space. An Introduction to the Linguistic Landscape</i>. ISBN 978-1-9829-2542-0 (independently published).</p> <p>Please make sure that you order your copy of the book asap.</p>

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
 Paland, Meike

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 003

Kommentar This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.

+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++

Bemerkung	<p><i>Registration</i> – Stud.IP 1.9.-15.9.2021 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> –meike.paland@engsem.~</p>
Literatur	<p>All reading material will be provided in class</p>

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
 Paland, Meike

Di wöchentl. 10:00 - 12:00 12.10.2021 - 27.01.2022 1502 - 609

Kommentar This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist

and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.

+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LinguA³

Seminar, SWS: 2
Altendorf, Ulrike| Becker, Lidia| Diewald, Gabriele

Di wöchentl. 16:00 - 18:00 19.10.2021 - 25.01.2022 1502 - 609

Di wöchentl. 18:00 - 20:00 19.10.2021 - 29.01.2022 1502 - 103

Kommentar LinguA³ - Linguistischer Arbeitskreis

Linguistik ist weitaus mehr als grammatische Analyse... LinguA³ (Linguistischer Arbeitskreis) vermittelt Einblicke in die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsgebiete sowie interdisziplinärer Forschung und beruflicher Praxis. LinguA³ ist ein interdisziplinäres Seminar mit Gastvortragsreihe. Für die Gastvorträge werden in jedem Semester internationale Wissenschaftler/-innen aus der Germanistik, Anglistik und Romanistik eingeladen. Die Vortragsthemen sind bewusst vielseitig gewählt und sollen den Blick „über den Tellerrand“ hin öffnen. Im Wintersemester steht ein thematischer Schwerpunkt zu Sprache und Geschlecht im Deutschen, Englischen und Spanischen auf dem Programm.

Im 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. Die drei Gastvorträge finden ebenfalls am Dienstag, allerdings von 18.00 bis 20.00 Uhr, statt.

Die Gäste, ihre Vortragsthemen und die exakten Termine der Gastvorträge werden zu gegebener Zeit mitgeteilt.

Bemerkung Vortragsreihe LinguA finden nach Ankündigung dienstags von 18-20 Uhr im Raum 103 statt.

Termine werden dann bekanntgegeben.

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

LingF3

LingF3, M1: Phonetics & Phonology for Master Students

Seminar, SWS: 2
Altendorf, Ulrike

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 613

Kommentar This course will introduce students to segmental and supra-segmental features of the major reference accents of English, Received Pronunciation (RP) and General American (GA). The theoretical angle will be contrastive and variationist preparing students for both branches of their future studies. From a contrastive point of view, we will be focusing on differences between RP and General American on the one hand and High German on the other hand. From a variationist point of view, we will be studying current and recent trends in standard accents and major regional varieties. Students will also develop skills in perceiving, articulating and transcribing vowels, diphthongs and consonants using IPA symbols.

Bemerkung *Registration* – Stud.IP 01.09. - 15.09.21 / *Prerequisites* – none / *Further Information* – ulrike.altendorf@engsem.~

Literatur Holger Schmitt (2011). *Phonetic transcription: From first steps to ear transcription* . Ernst Schmidt Verlag.

LingA1

LingA1/LingA2; M8/M9: Linguistic Landscapes

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.

This class will include questions of multilingualism, dominance of languages, language policies, identity creation, naming strategies, humour, etc. In our LL analyses, the focus will be on questions such as:

How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs monolingual, bilingual, multilingual and in what ways, i.e. what combinations of languages do occur? Are different languages used for different contents and in different domains? In what forms do signs occur (notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites)? What about the language in terms of normativity: orthography, handwriting conventions, lexicon, morphology, syntax, literacy level, etc.?

This seminar is primarily aimed at advanced university students of language and linguistics. No previous experience with LL studies is required, but participants should have a firm background in linguistics. Thus, participants are expected to have a proper understanding of what linguistic fields such as morphology, syntax, semantics and pragmatics are all about; they should also be able to read basic phonetic transcription and understand phonemic representation.

Bemerkung *Registration* – Stud.IP 01.09.2021-30.09.2021

Size restriction – None

Prerequisites – LingF1-LingF4 (FüBA); M1-M3 (DEL)

Studiengänge – FüBA, 3. Fach LG, MEd LG, MEd LbS, DEL

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

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

Schmitt, Holger. 2018. *Language in the Public Space. An Introduction to the Linguistic Landscape*. ISBN 978-1-9829-2542-0 (independently published).

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

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 003

Kommentar This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 113

Kommentar This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA2

LingA1/LingA2; M8/M9: Linguistic Landscapes

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.

This class will include questions of multilingualism, dominance of languages, language policies, identity creation, naming strategies, humour, etc. In our LL analyses, the focus will be on questions such as:

How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs monolingual, bilingual, multilingual and in what ways, i.e. what combinations of languages do occur? Are different languages used for different contents and in different domains? In what forms do signs occur (notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites)?

What about the language in terms of normativity: orthography, handwriting conventions, lexicon, morphology, syntax, literacy level, etc.?

This seminar is primarily aimed at advanced university students of language and linguistics. No previous experience with LL studies is required, but participants should have a firm background in linguistics. Thus, participants are expected to have a proper understanding of what linguistic fields such as morphology, syntax, semantics and pragmatics are all about; they should also be able to read basic phonetic transcription and understand phonemic representation.

Bemerkung	<p><i>Registration</i> – Stud.IP 01.09.2021-30.09.2021</p> <p><i>Size restriction</i> – None</p> <p><i>Prerequisites</i> – LingF1-LingF4 (FüBA); M1-M3 (DEL)</p> <p><i>Studiengänge</i> – FüBA, 3. Fach LG, MEd LG, MEd LbS, DEL</p> <p><i>Further information</i> –rainer.schulze@engsem.uni-hannover.de</p>
Literatur	<p>The following textbook will be used in class and is highly recommended for purchase:</p> <p>Schmitt, Holger. 2018. <i>Language in the Public Space. An Introduction to the Linguistic Landscape</i>. ISBN 978-1-9829-2542-0 (independently published).</p> <p>Please make sure that you order your copy of the book asap.</p>

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 003

Kommentar This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.

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Bemerkung	<p><i>Registration</i> – Stud.IP 1.9.-15.9.2021 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> –meike.paland@engsem.~</p>
Literatur	<p>All reading material will be provided in class</p>

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Di wöchentl. 10:00 - 12:00 12.10.2021 - 27.01.2022 1502 - 609

Kommentar This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist

and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.

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Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LinguA³

Seminar, SWS: 2
Altendorf, Ulrike| Becker, Lidia| Diewald, Gabriele

Di wöchentl. 16:00 - 18:00 19.10.2021 - 25.01.2022 1502 - 609

Di wöchentl. 18:00 - 20:00 19.10.2021 - 29.01.2022 1502 - 103

Kommentar LinguA³ - Linguistischer Arbeitskreis

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Im 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. Die drei Gastvorträge finden ebenfalls am Dienstag, allerdings von 18.00 bis 20.00 Uhr, statt.

Die Gäste, ihre Vortragsthemen und die exakten Termine der Gastvorträge werden zu gegebener Zeit mitgeteilt.

Bemerkung Vortragsreihe LinguA finden nach Ankündigung dienstags von 18-20 Uhr im Raum 103 statt.

Termine werden dann bekanntgegeben.

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

AmerA

AmerA/AA2/AAS4: Post-World-War II American Science Fiction in Literature, Film and Television

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

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar This seminar offers a broad overview on the history of (mostly US-)American science fiction since the Second World War and considers seminal examples in a variety of forms and media. Narratives discussed in this seminar include short stories by Philip K. Dick, Octavia E. Butler's novel *Wild Seed* (1980), Margaret Atwood's *The Handmaid's Tale* (1985), popular science fiction films such as *Forbidden Planet* (1956) and *Blade Runner* (1982, based on Dick's novel *Do Androids Dream of Electric Sheep?*), as well as sci-fi television series such as *Star Trek* (1966-69) or the recent adaptation of Atwood's *Handmaid's Tale* (since 2017). We will also discuss influential theoretical work on the genre and consider the differences between (and shared concerns of) literary sci-fi texts and their screen adaptations.

- Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~
- Literatur Please purchase Margaret Atwood's *The Handmaid's Tale* and Octavia E. Butler's *Wild Seed* . Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 609

Kommentar Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, *Gender Trouble* (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well provide the opportunity for discussion collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the *1619 Project* , which also considers performativity in terms of historiography and the US's legacy race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur Please purchase Judith Butler's *Gender Trouble* . Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, *Gender Trouble* (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well as provide the opportunity for discussion and collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the *1619 Project* , which also considers performativity in terms of historiography and the US's legacy of race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur Please purchase Judith Butler's *Gender Trouble* . Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3: Weak Theories

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 615

Kommentar In this class on theory, we will read and work with texts that were developed in the field of phenomenology, affect theory, indigenous studies, environmental humanities, and Black feminist studies. Based on ideas developed by Spinoza, Gilles Deleuze, or queer theorist Eve Kosofsky Sedgwick, in recent years the humanities have witnessed a turn towards a critical engagement that questions the traditional opposition of reason and emotion, mind and body, as well as linearities and hierarchies of knowledges.

We will discuss theoretical approaches which formulate a critique around what Benjamin Kahan called a "Weak Theory." We will engage with approaches of reparative reading, felt theory, and the affective turn. As this class wants to show, our ways of thinking and theorizing about the world also translate into practical engagement with our social environment.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 1.09.-15.09.2021; MAAS 17.09.-30.09.2021 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~

Literatur Also, we will read Ocean Vuong's *On Earth We're Briefly Gorgeous* (2019). Please purchase a copy of this novel (*NOT* on amazon).

All other texts will be made available on StudIP.

AmerA, AAS1: Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 40
Brasch, Ilka| Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 11.10.2021 - 27.01.2022 1502 - 609

Kommentar This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant and in which they tend to be challenged. This class will not provide an overview of the different stages of theorization from the past to the present, but rather be concerned with how literary studies 'work,' and how students can engage with and employ theory in their own work. To this end, we will explore different modes of reading and of analysis, such as close reading and reading 'against the grain,' moving from critical inquiry to practical application.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~ or ruth.mayer@engsem.~

Literatur Will be made available on StudIP.

AmerA/AAS2/3/4: Photography and Narrative

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar This class is occasioned by the exhibition *True Pictures? Contemporary Photography from Canada and the United States* , which will take place in the Sprengel Museum in Hannover from November to February. The division of American Studies will host a one-day symposium with talks and discussions about photography and storytelling on January 21 in the Sprengel Museum. This will be a mandatory part of the class, please be sure

that you are available at this date and can participate. The class will engage with the exhibition, and thus ask about photography as art, but it will also go beyond this and take into account photography's history as an instrument of documentation, identification, social surveillance and private use. Throughout the semester, we will be concerned with the story-telling capacity of photographs, and thus also look closely at photobooks, literary and filmic representations of photography and other mixed-media approaches.

Bemerkung

Registration – Stud.IP FÜBA, M.Ed etc. 01.09-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

Literatur

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

AmerA/AAS2/AAS3/AAS4: Christmas in America: History, Ideology, and Popular Culture

Seminar, SWS: 2, Max. Teilnehmer: 40
Loock, Kathleen

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar

In this course, we will trace the history of Christmas in America from colonial days to today and discuss the shifting nature of the holiday in terms of its cultural, religious, political, and economic meanings. Puritans in colonial Massachusetts outlawed Christmas. They rejected the holiday's carnival origins celebrating disorder and the temporary inversion of established (social) hierarchies because it created an occasion for drunkenness and riot. Christmas traditions as we know them (with tinsel trees, filled stockings, Christmas cards, and Santa Claus) only emerged in the mid-nineteenth century when the rambunctious, carnivalesque holiday was reimagined as a family-centered, domestic affair that took place in the home, no longer in the public sphere. Charles Dickens's *A Christmas Carol* (1843) fueled this "invention of tradition" (Eric Hobsbawm) and visual culture (ranging from illustrations in books and magazines, advertisements and Christmas cards to holiday movies) was crucial for the construction of modern Christmas as a holiday that merges materialism and normative family values. The course will provide you with the historical and theoretical background against which we will analyze our primary material consisting of Christmas literature and print media as well as classic Christmas songs and movies.

Bemerkung

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

Literatur

Will be made available on StudIP.

AmerA/AAS2/AAS3, AS: The 1619 Project (and Beyond)

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

Do wöchentl. 14:00 - 16:00 21.10.2021 - 27.01.2022 1502 - 703

Kommentar

In August 2019, the *New York Times Magazine* launched the *1619 Project*, a special issue of the magazine that contains essays, poems, and fiction that re-read United States history through the lens of slavery. The project was accompanied by news articles, live events, and a podcast, expanding beyond the confines of a magazine issue. Particularly because of its revisionist historiography and political appeal, the project received both praise and criticism, sparking debates about the impact of slavery, the practice and function of history, and more. In this class, we will engage closely with the material the *1619 Project* has to offer and study the multiple affirmatory and critical responses it garnered. We will additionally contextualize the project by engaging with literature that reflects on the history of slavery, particularly Colson Whitehead's 2016 novel *The Underground Railroad*. The class will conclude with a longer session at the Hannover Kunstverein on February 7th, where we will visit an exhibit by, as well as meet with, the artist Kameelah Janan Rasheed. Her work engages with questions of both race and gender, and we will cooperate with Abby Fagan's class for this event. Please note that the course dates are slightly different in order to make the February event with Rasheed possible.

	Dates: 21.10.2021 – 16.12.2021, 13.01.2022 - 27.01.2022, and Monday, 07.02.2022 (all day)
Bemerkung	<i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / <i>Prerequisites</i> – BA: Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~
Literatur	During the semester, you will be asked to buy a copy of Whitehead's <i>The Underground Railroad</i> .

BritA

BritA, AAS1: Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers as well as bachelor's and master's theses.

As a preparation for each class you are asked to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as the descriptive chapter by Peter Barry. Relying on the analytical categories from the Introduction to Literary Studies (AmerBritF1) and the historical knowledge from the BritF2 Survey Lecture we will apply the theories to Charlotte Brontë's novel *Jane Eyre* (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text. The non-graded course work will be a short excerpt covering one chapter of Barry's *Beginning Theory*.

Bemerkung *Reader* – Copyshop Stork (Körnerstraße 3) from 11.10.2021 and Stud.IP / *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Barry, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. 4th ed. Manchester University Press, 2017.

Brontë, Charlotte. *Jane Eyre*. Norton, 2001 or 2016. Instead of the Norton editions, you may use the Oxford World's Classics or the Penguin Classics editions (complete with introduction and notes).

Please buy your own copies of Brontë's novel and of Peter Barry's *Beginning Theory* . The theoretical texts covered in the seminar will be available free of charge in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP.

Please read Charlotte Brontë's novel during term break, i.e. before the course begins.

BritA, AAS2, AAS3, AAS5, AS: British and Postcolonial Studies

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

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis. Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British and British-Caribbean literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we may discuss as well.

We will use the novel to practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Please study the "Guidelines and Reading Material. British and Postcolonial Studies" (see below) prior to class. For your revision of British and Postcolonial literary history, theories and methods I recommend Martin Middeke et al. (eds.) *English and American Studies. Theory and Practice*. J.B. Metzler, 2012 (available free of charge via Springer).

Bemerkung *Registration* – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrggebiete/british-and-postcolonial-studies/>.

Andrea Levy. *The Long Song* (2010)

BritA, AAS2, AAS3, AAS5, AS: Greening the Library: Ecocritical Approaches to Literature and Film

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

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar Over the last twenty-five years, ecocriticism has become a central theory in literary and cultural studies. Subscribing to the idea that environment matters and does not merely serve as the 'background' of a story, ecocriticism explores the ways in which relationships between human beings, culture and nature are constructed. Informed by an avowedly political agenda, this seminar goes beyond a 'green' moral of sustainability and ties literary analysis to issues of power, (in)equality, class, race, gender, economy and consumerism. Probing the rich variety of 'earth-centred' approaches, we will begin with Shakespeare's comedy *As You Like It* (1623) to discuss what functions the setting in the fictional forest of Arden has for the play. Continuing to explore the political dimensions of the pastoral, we shall analyse Romantic poetry by William Wordsworth and John Clare before we move on to study Australian constructions of wilderness in Julia Leigh's novel *The Hunter* (1999). We shall then turn to representations of the seascape as metaphors for the 'middle passage' in Fred D'Aguiar's novel *Feeding the Ghosts* (1997) and Derek Walcott's poem "The Sea Is History" (1979). To close the seminar, we will discuss Caryl Churchill's dystopian drama *Far Away* (2000).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* -hannah.pardey@engsem.~

Literatur

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase William Shakespeare's *As You Like It* (well-annotated edition), Julia Leigh's *The Hunter*, Fred D'Aguiar's *Feeding the Ghosts* and Caryl Churchill's *Far Away* and read at least Shakespeare's play prior to class. All other primary and secondary material will be provided on Stud.IP at the beginning of the term.

BritA, AAS2, AAS3: Contemporary British Drama

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar

This course will familiarise students with contemporary developments, playwrights and genres in 21st-century British drama. Following a chronological order, we will begin with Caryl Churchill's short dystopian *Far Away* (2000), a play that the *Guardian* describes as unsettled and "a masterclass of tension". Subsequently, we will investigate Laura Wade's *Posh*, a play that portrays a group of Oxford students that are part of a fictionalised version of the Bullingdon Club. Afterwards, we will turn to Alan Bennett's *People* (2012), a play that features a South Yorkshire country house, its upper-class owners, and their attempts to manoeuvre Britain's heritage industry. Finally, we will read Maureen Lennon's *Us Against Whatever*, a karaoke cabaret that follows the experiences of the two female protagonists within Britain's precarious political climate in the run-up to the 2016 referendum.

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 that is predominantly based on the categories class and gender in order to investigate recent developments and themes in contemporary British drama.

Bemerkung

Registration – 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –janna-lena.neumann@engsem.-

Literatur

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Caryl Churchill: *Far Away* (2000)

Laura Wade: *Posh* (2010)

Alan Bennett: *People* (2012)

Maureen Lennon: *Us Against Whatever* (2019)

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

BritA, AAS2, AAS3: Restoration Theatre - Culture of Display and Disguise

Seminar, SWS: 2, Max. Teilnehmer: 40

Ippendorf, Elena

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar With the restoration of the monarchy and Charles II's ascendancy to the English throne in 1660, the institution of the theatre was restored as well. After an 18-year gap in theatrical production during the Interregnum, some customs were renegotiated. The first English actresses appeared on stage and boy-actors, young men trained to play female roles, became obsolete and were eventually banned.

In this course, we will be examining this turbulent and innovative period in English theatre history. We will chart the changes in comedy, the genre Restoration drama is best known for today, throughout the period, as well as look at Shakespearean adaptation and tragedy.

Beyond practising a close reading of this range of plays, a particular focus of this course will be exploring their political as well as material production contexts.

How were the theatre companies organised? Who were the first English actresses and how did their appearance change theatrical conventions? How did the performance spaces influence the productions? Who was in the audience? In what ways were notions of gender identity negotiated in performance both onstage as well as off? How did the series of political crisis of the time influence theatrical production? And, last but not least, how can Restoration drama be staged today? Pandemic permitting, we will be exploring answers to that last question performatively.

Bemerkung *Registration* – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –elena.ippendorf@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase your own copies of the plays *The Country Wife* by William Wycherley (1675), *The Rover* by Aphra Behn (1677), *All for Love* by John Dryden (1677) and *Love's Last Shift* by Colley Cibber (1696) [all of which can be found for instance in Womersley, David. *Restoration Drama: An Anthology* (2000)]. All other texts will be made available on Stud.IP.

During term break please read up on the historical context of the restoration of the monarchy in 1660 as well as the basic principles of analysis of drama (see recommendations).

Recommended Reading

Fuchs, Elinor. "EF's Visit to a Small Planet: Some Questions to Ask a Play." (2004)

Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2014 (4. Auflage)

BritA, AAS2, AAS5, AS: South Africa: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar In this seminar, we will read fictional and historiographic texts about South Africa before and after the transition from the white minority rule of the apartheid system to a democratic society signaled by the first democratic elections of 1994. We will begin with

Sindiwe Magona's *Mother to Mother* (1998) about post-apartheid violence, an issue which also features in *Disgrace* (1999), a novel by J.M. Coetzee, who won the Nobel Prize for Literature in 2003. To conclude, we will read Phaswanes Mpe's thematically disturbing and aesthetically challenging novel *Welcome to Our Hillbrow* (2001) about inner-city problems, migration and HIV/AIDS. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race, ethnicity and class as well as on the narrative strategies and tropes employed by the texts practicing the analytical terms from the Introduction to Literary Studies (AmerBritF1).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Clark, N. and W.H. Worger. *South Africa. The Rise and Fall of Apartheid* (2011)

Coetzee, J.M. *Disgrace* (1999)

Magona, Sindiwe. *Mother to Mother* (1998)

Mpe, Phaswane. *Welcome to our Hillbrow* (2001)

Please buy and bring your own copies of the novels by Coetzee, Magona and Mpe. Read all three of them during term break and familiarise yourself with South African and British colonial history. The chapters from the historiographic texts will be made available on Stud.IP.

Recommended Reading

Dalziel, Nigel. *The Penguin Historical Atlas of the British Empire* (2006)

Thompson, Leonard. *A History of South Africa* (4th ed. 2014)

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

AmerA

AmerA/AA2/AAS4: Post-World-War II American Science Fiction in Literature, Film and Television

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

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar This seminar offers a broad overview on the history of (mostly US-)American science fiction since the Second World War and considers seminal examples in a variety of forms and media. Narratives discussed in this seminar include short stories by Philip K. Dick, Octavia E. Butler's novel *Wild Seed* (1980), Margaret Atwood's *The Handmaid's Tale* (1985), popular science fiction films such as *Forbidden Planet* (1956) and *Blade Runner* (1982, based on Dick's novel *Do Androids Dream of Electric Sheep?*), as well as sci-fi television series such as *Star Trek* (1966-69) or the recent adaptation of Atwood's *Handmaid's Tale* (since 2017). We will also discuss influential theoretical work on the genre and consider the differences between (and shared concerns of) literary sci-fi texts and their screen adaptations.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / *Further information* – felix.brinker@engsem.~

Literatur Please purchase Margaret Atwood's *The Handmaid's Tale* and Octavia E. Butler's *Wild Seed* . Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 609

Kommentar Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, *Gender Trouble* (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well as provide the opportunity for discussion collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the *1619 Project* , which also considers performativity in terms of historiography and the US's legacy of race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / Prerequisites – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur Please purchase Judith Butler's *Gender Trouble* . Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, *Gender Trouble* (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well as provide the opportunity for discussion and collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the *1619 Project* , which also considers performativity in terms of historiography and the US's legacy of race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / Prerequisites – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur Please purchase Judith Butler's *Gender Trouble* . Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3: Weak Theories

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 615

Kommentar In this class on theory, we will read and work with texts that were developed in the field of phenomenology, affect theory, indigenous studies, environmental humanities, and Black feminist studies. Based on ideas developed by Spinoza, Gilles Deleuze, or queer theorist Eve Kosofsky Sedgwick, in recent years the humanities have witnessed a turn towards a critical engagement that questions the traditional opposition of reason and emotion, mind and body, as well as linearities and hierarchies of knowledges.

We will discuss theoretical approaches which formulate a critique around what Benjamin Kahan called a "Weak Theory." We will engage with approaches of reparative reading, felt theory, and the affective turn. As this class wants to show, our ways of thinking and theorizing about the world also translate into practical engagement with our social environment.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 1.09.-15.09.2021; MAAS 17.09.-30.09.2021 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~

Literatur Also, we will read Ocean Vuong's *On Earth We're Briefly Gorgeous* (2019). Please purchase a copy of this novel (*NOT* on amazon).

All other texts will be made available on StudIP.

AmerA, AAS1: Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 40
Brasch, Ilka| Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 11.10.2021 - 27.01.2022 1502 - 609

Kommentar This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant and in which they tend to be challenged. This class will not provide an overview of the different stages of theorization from the past to the present, but rather be concerned with how literary studies 'work,' and how students can engage with and employ theory in their own work. To this end, we will explore different modes of reading and of analysis, such as close reading and reading 'against the grain,' moving from critical inquiry to practical application.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~ or ruth.mayer@engsem.~

Literatur Will be made available on StudIP.

AmerA/AAS2/3/4: Photography and Narrative

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar This class is occasioned by the exhibition *True Pictures? Contemporary Photography from Canada and the United States*, which will take place in the Sprengel Museum in Hannover from November to February. The division of American Studies will host a one-day symposium with talks and discussions about photography and storytelling on January 21 in the Sprengel Museum. This will be a mandatory part of the class, please be sure that you are available at this date and can participate. The class will engage with the exhibition, and thus ask about photography as art, but it will also go beyond this and take into account photography's history as an instrument of documentation, identification, social surveillance and private use. Throughout the semester, we will be concerned

Bemerkung	with the story-telling capacity of photographs, and thus also look closely at photobooks, literary and filmic representations of photography and other mixed-media approaches. <i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09-15.09.21; MAAS 17.09.-30.09.21 / <i>Prerequisites</i> – BA: Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~
Literatur	All course texts will be made available on Stud.IP.

AmerA/AAS2/AAS3/AAS4: Christmas in America: History, Ideology, and Popular Culture

Seminar, SWS: 2, Max. Teilnehmer: 40
Loock, Kathleen

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar In this course, we will trace the history of Christmas in America from colonial days to today and discuss the shifting nature of the holiday in terms of its cultural, religious, political, and economic meanings. Puritans in colonial Massachusetts outlawed Christmas. They rejected the holiday's carnival origins celebrating disorder and the temporary inversion of established (social) hierarchies because it created an occasion for drunkenness and riot. Christmas traditions as we know them (with tinsel trees, filled stockings, Christmas cards, and Santa Claus) only emerged in the mid-nineteenth century when the rambunctious, carnivalesque holiday was reimagined as a family-centered, domestic affair that took place in the home, no longer in the public sphere. Charles Dickens's *A Christmas Carol* (1843) fueled this "invention of tradition" (Eric Hobsbawm) and visual culture (ranging from illustrations in books and magazines, advertisements and Christmas cards to holiday movies) was crucial for the construction of modern Christmas as a holiday that merges materialism and normative family values. The course will provide you with the historical and theoretical background against which we will analyze our primary material consisting of Christmas literature and print media as well as classic Christmas songs and movies.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 /
Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

Literatur Will be made available on StudIP.

AmerA/AAS2/AAS3, AS: The 1619 Project (and Beyond)

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

Do wöchentl. 14:00 - 16:00 21.10.2021 - 27.01.2022 1502 - 703

Kommentar In August 2019, the *New York Times Magazine* launched the *1619 Project*, a special issue of the magazine that contains essays, poems, and fiction that re-read United States history through the lens of slavery. The project was accompanied by news articles, live events, and a podcast, expanding beyond the confines of a magazine issue. Particularly because of its revisionist historiography and political appeal, the project received both praise and criticism, sparking debates about the impact of slavery, the practice and function of history, and more. In this class, we will engage closely with the material the *1619 Project* has to offer and study the multiple affirmatory and critical responses it garnered. We will additionally contextualize the project by engaging with literature that reflects on the history of slavery, particularly Colson Whitehead's 2016 novel *The Underground Railroad*. The class will conclude with a longer session at the Hannover Kunstverein on February 7th, where we will visit an exhibit by, as well as meet with, the artist Kameelah Janan Rasheed. Her work engages with questions of both race and gender, and we will cooperate with Abby Fagan's class for this event. Please note that the course dates are slightly different in order to make the February event with Rasheed possible.

Dates: 21.10.2021 – 16.12.2021, 13.01.2022 - 27.01.2022, and Monday, 07.02.2022 (all day)

- Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~
- Literatur During the semester, you will be asked to buy a copy of Whitehead's *The Underground Railroad* .

BritA

BritA, AAS1: Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers as well as bachelor's and master's theses.

As a preparation for each class you are asked to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as the descriptive chapter by Peter Barry. Relying on the analytical categories from the Introduction to Literary Studies (AmerBritF1) and the historical knowledge from the BritF2 Survey Lecture we will apply the theories to Charlotte Brontë's novel *Jane Eyre* (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text. The non-graded course work will be a short excerpt covering one chapter of Barry's *Beginning Theory*.

Bemerkung *Reader* – Copyshop Stork (Körnerstraße 3) from 11.10.2021 and Stud.IP / *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Barry, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. 4th ed. Manchester University Press, 2017.

Brontë, Charlotte. *Jane Eyre*. Norton, 2001 or 2016. Instead of the Norton editions, you may use the Oxford World's Classics or the Penguin Classics editions (complete with introduction and notes).

Please buy your own copies of Brontë's novel and of Peter Barry's *Beginning Theory* . The theoretical texts covered in the seminar will be available free of charge in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP.

Please read Charlotte Brontë's novel during term break, i.e. before the course begins.

BritA, AAS2, AAS3, AAS5, AS: British and Postcolonial Studies

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

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar	<p>This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis. Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel <i>The Long Song</i> (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British and British-Caribbean literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we may discuss as well.</p> <p>We will use the novel to practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.</p> <p>Please study the "Guidelines and Reading Material. British and Postcolonial Studies" (see below) prior to class. For your revision of British and Postcolonial literary history, theories and methods I recommend Martin Middeke et al. (eds.) <i>English and American Studies. Theory and Practice</i>. J.B. Metzler, 2012 (available free of charge via Springer).</p>
Bemerkung	<i>Registration</i> – Stud.IP 01.09.- 30.09.2021 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Further Information</i> –jana.gohrisch@engsem.~
Literatur	<p><i>Required Reading and Purchase</i></p> <p>Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.</p> <p>Andrea Levy. <i>The Long Song</i> (2010)</p>

BritA, AAS2, AAS3, AAS5, AS: Greening the Library: Ecocritical Approaches to Literature and Film

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

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar	<p>Over the last twenty-five years, ecocriticism has become a central theory in literary and cultural studies. Subscribing to the idea that environment matters and does not merely serve as the 'background' of a story, ecocriticism explores the ways in which relationships between human beings, culture and nature are constructed. Informed by an avowedly political agenda, this seminar goes beyond a 'green' moral of sustainability and ties literary analysis to issues of power, (in)equality, class, race, gender, economy and consumerism. Probing the rich variety of 'earth-centred' approaches, we will begin with Shakespeare's comedy <i>As You Like It</i> (1623) to discuss what functions the setting in the fictional forest of Arden has for the play. Continuing to explore the political dimensions of the pastoral, we shall analyse Romantic poetry by William Wordsworth and John Clare before we move on to study Australian constructions of wilderness in Julia Leigh's novel <i>The Hunter</i> (1999). We shall then turn to representations of the seascape as metaphors for the 'middle passage' in Fred D'Aguiar's novel <i>Feeding the Ghosts</i> (1997) and Derek Walcott's poem "The Sea Is History" (1979). To close the seminar, we will discuss Caryl Churchill's dystopian drama <i>Far Away</i> (2000).</p>
Bemerkung	<i>Registration</i> – Stud.IP 01.09.-30.09.2021 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Further Information</i> -hannah.pardey@engsem.~

Literatur

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase William Shakespeare's *As You Like It* (well-annotated edition), Julia Leigh's *The Hunter*, Fred D'Aguiar's *Feeding the Ghosts* and Caryl Churchill's *Far Away* and read at least Shakespeare's play prior to class. All other primary and secondary material will be provided on Stud.IP at the beginning of the term.

BritA, AAS2, AAS3: Contemporary British Drama

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar

This course will familiarise students with contemporary developments, playwrights and genres in 21st-century British drama. Following a chronological order, we will begin with Caryl Churchill's short dystopian *Far Away* (2000), a play that the *Guardian* describes as unsettled and "a masterclass of tension". Subsequently, we will investigate Laura Wade's *Posh*, a play that portrays a group of Oxford students that are part of a fictionalised version of the Bullingdon Club. Afterwards, we will turn to Alan Bennett's *People* (2012), a play that features a South Yorkshire country house, its upper-class owners, and their attempts to manoeuvre Britain's heritage industry. Finally, we will read Maureen Lennon's *Us Against Whatever*, a karaoke cabaret that follows the experiences of the two female protagonists within Britain's precarious political climate in the run-up to the 2016 referendum.

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 that is predominantly based on the categories class and gender in order to investigate recent developments and themes in contemporary British drama.

Bemerkung

Registration – 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –janna-lena.neumann@engsem.-

Literatur

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Caryl Churchill: *Far Away* (2000)

Laura Wade: *Posh* (2010)

Alan Bennett: *People* (2012)

Maureen Lennon: *Us Against Whatever* (2019)

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

BritA, AAS2, AAS3: Restoration Theatre - Culture of Display and Disguise

Seminar, SWS: 2, Max. Teilnehmer: 40

Ippendorf, Elena

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar With the restoration of the monarchy and Charles II's ascendancy to the English throne in 1660, the institution of the theatre was restored as well. After an 18-year gap in theatrical production during the Interregnum, some customs were renegotiated. The first English actresses appeared on stage and boy-actors, young men trained to play female roles, became obsolete and were eventually banned.

In this course, we will be examining this turbulent and innovative period in English theatre history. We will chart the changes in comedy, the genre Restoration drama is best known for today, throughout the period, as well as look at Shakespearean adaptation and tragedy.

Beyond practising a close reading of this range of plays, a particular focus of this course will be exploring their political as well as material production contexts.

How were the theatre companies organised? Who were the first English actresses and how did their appearance change theatrical conventions? How did the performance spaces influence the productions? Who was in the audience? In what ways were notions of gender identity negotiated in performance both onstage as well as off? How did the series of political crisis of the time influence theatrical production? And, last but not least, how can Restoration drama be staged today? Pandemic permitting, we will be exploring answers to that last question performatively.

Bemerkung *Registration* – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –elena.ippendorf@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase your own copies of the plays *The Country Wife* by William Wycherley (1675), *The Rover* by Aphra Behn (1677), *All for Love* by John Dryden (1677) and *Love's Last Shift* by Colley Cibber (1696) [all of which can be found for instance in Womersley, David. *Restoration Drama: An Anthology* (2000)]. All other texts will be made available on Stud.IP.

During term break please read up on the historical context of the restoration of the monarchy in 1660 as well as the basic principles of analysis of drama (see recommendations).

Recommended Reading

Fuchs, Elinor. "EF's Visit to a Small Planet: Some Questions to Ask a Play." (2004)

Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2014 (4. Auflage)

BritA, AAS2, AAS5, AS: South Africa: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar In this seminar, we will read fictional and historiographic texts about South Africa before and after the transition from the white minority rule of the apartheid system to a democratic society signaled by the first democratic elections of 1994. We will begin with

Sindiwe Magona's *Mother to Mother* (1998) about post-apartheid violence, an issue which also features in *Disgrace* (1999), a novel by J.M. Coetzee, who won the Nobel Prize for Literature in 2003. To conclude, we will read Phaswanes Mpe's thematically disturbing and aesthetically challenging novel *Welcome to Our Hillbrow* (2001) about inner-city problems, migration and HIV/AIDS. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race, ethnicity and class as well as on the narrative strategies and tropes employed by the texts practicing the analytical terms from the Introduction to Literary Studies (AmerBritF1).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Clark, N. and W.H. Worger. *South Africa. The Rise and Fall of Apartheid* (2011)

Coetzee, J.M. *Disgrace* (1999)

Magona, Sindiwe. *Mother to Mother* (1998)

Mpe, Phaswane. *Welcome to our Hillbrow* (2001)

Please buy and bring your own copies of the novels by Coetzee, Magona and Mpe. Read all three of them during term break and familiarise yourself with South African and British colonial history. The chapters from the historiographic texts will be made available on Stud.IP.

Recommended Reading

Dalziel, Nigel. *The Penguin Historical Atlas of the British Empire* (2006)

Thompson, Leonard. *A History of South Africa* (4th ed. 2014)

LingA1

LingA1/LingA2; M8/M9: Linguistic Landscapes

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar

In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.

This class will include questions of multilingualism, dominance of languages, language policies, identity creation, naming strategies, humour, etc. In our LL analyses, the focus will be on questions such as:

How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs

monolingual, bilingual, multilingual and in what ways, i.e. what combinations of languages do occur? Are different languages used for different contents and in different domains? In what forms do signs occur (notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites)? What about the language in terms of normativity: orthography, handwriting conventions, lexicon, morphology, syntax, literacy level, etc.?

This seminar is primarily aimed at advanced university students of language and linguistics. No previous experience with LL studies is required, but participants should have a firm background in linguistics. Thus, participants are expected to have a proper understanding of what linguistic fields such as morphology, syntax, semantics and pragmatics are all about; they should also be able to read basic phonetic transcription and understand phonemic representation.

Bemerkung	<p><i>Registration</i> – Stud.IP 01.09.2021-30.09.2021</p> <p><i>Size restriction</i> – None</p> <p><i>Prerequisites</i> – LingF1-LingF4 (FüBA); M1-M3 (DEL)</p> <p><i>Studiengänge</i> – FüBA, 3. Fach LG, MEd LG, MEd LbS, DEL</p> <p><i>Further information</i> –rainer.schulze@engsem.uni-hannover.de</p>
Literatur	<p>The following textbook will be used in class and is highly recommended for purchase:</p> <p>Schmitt, Holger. 2018. <i>Language in the Public Space. An Introduction to the Linguistic Landscape</i>. ISBN 978-1-9829-2542-0 (independently published).</p> <p>Please make sure that you order your copy of the book asap.</p>

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 003

Kommentar This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 113

Kommentar This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.

- Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~
- Literatur All reading material will be provided in class

LingA2

LingA1/LingA2; M8/M9: Linguistic Landscapes

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.

This class will include questions of multilingualism, dominance of languages, language policies, identity creation, naming strategies, humour, etc. In our LL analyses, the focus will be on questions such as:

How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs monolingual, bilingual, multilingual and in what ways, i.e. what combinations of languages do occur? Are different languages used for different contents and in different domains? In what forms do signs occur (notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites)? What about the language in terms of normativity: orthography, handwriting conventions, lexicon, morphology, syntax, literacy level, etc.?

This seminar is primarily aimed at advanced university students of language and linguistics. No previous experience with LL studies is required, but participants should have a firm background in linguistics. Thus, participants are expected to have a proper understanding of what linguistic fields such as morphology, syntax, semantics and pragmatics are all about; they should also be able to read basic phonetic transcription and understand phonemic representation.

Bemerkung *Registration* – Stud.IP 01.09.2021-30.09.2021

Size restriction – None

Prerequisites – LingF1-LingF4 (FüBA); M1-M3 (DEL)

Studiengänge – FüBA, 3. Fach LG, MEd LG, MEd LbS, DEL

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

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

Schmitt, Holger. 2018. *Language in the Public Space. An Introduction to the Linguistic Landscape*. ISBN 978-1-9829-2542-0 (independently published).

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

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 003

Kommentar This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.

Bemerkung **+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++**
Registration – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
 Paland, Meike

Di wöchentl. 10:00 - 12:00 12.10.2021 - 27.01.2022 1502 - 609

Kommentar This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.

Bemerkung **+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++**
Registration – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LinguA³

Seminar, SWS: 2
 Altendorf, Ulrike| Becker, Lidia| Diewald, Gabriele

Di wöchentl. 16:00 - 18:00 19.10.2021 - 25.01.2022 1502 - 609

Di wöchentl. 18:00 - 20:00 19.10.2021 - 29.01.2022 1502 - 103

Kommentar LinguA³ - Lingustischer Arbeitskreis

Linguistik ist weitaus mehr als grammatische Analyse... LinguA³ (Linguistischer Arbeitskreis) vermittelt Einblicke in die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsgebiete sowie interdisziplinärer Forschung und beruflicher Praxis. LinguA³ ist ein interdisziplinäres Seminar mit Gastvortragsreihe. Für die Gastvorträge werden in jedem Semester internationale Wissenschaftler/-innen aus der Germanistik, Anglistik und Romanistik eingeladen. Die Vortragsthemen sind bewusst vielseitig gewählt und sollen den Blick „über den Tellerrand“ hin öffnen. Im

Wintersemester steht ein thematischer Schwerpunkt zu Sprache und Geschlecht im Deutschen, Englischen und Spanischen auf dem Programm.

Im 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. Die drei Gastvorträge finden ebenfalls am Dienstag, allerdings von 18.00 bis 20.00 Uhr, statt.

Die Gäste, ihre Vortragsthemen und die exakten Termine der Gastvorträge werden zu gegebener Zeit mitgeteilt.

Bemerkung Vortragsreihe Lingua finden nach Ankündigung dienstags von 18-20 Uhr im Raum 103 statt.

Termine werden dann bekanntgegeben.

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

AmerA

AmerA/AA2/AAS4: Post-World-War II American Science Fiction in Literature, Film and Television

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

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar This seminar offers a broad overview on the history of (mostly US-)American science fiction since the Second World War and considers seminal examples in a variety of forms and media. Narratives discussed in this seminar include short stories by Philip K. Dick, Octavia E. Butler's novel *Wild Seed* (1980), Margaret Atwood's *The Handmaid's Tale* (1985), popular science fiction films such as *Forbidden Planet* (1956) and *Blade Runner* (1982, based on Dick's novel *Do Androids Dream of Electric Sheep?*), as well as sci-fi television series such as *Star Trek* (1966-69) or the recent adaptation of Atwood's *Handmaid's Tale* (since 2017). We will also discuss influential theoretical work on the genre and consider the differences between (and shared concerns of) literary sci-fi texts and their screen adaptations.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur Please purchase Margaret Atwood's *The Handmaid's Tale* and Octavia E. Butler's *Wild Seed*. Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 609

Kommentar Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, *Gender Trouble* (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well provide the opportunity for discussion collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the 1619 Project, which also considers performativity in terms of historiography and the US's legacy race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

	Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)
Bemerkung	Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / Prerequisites – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~
Literatur	Please purchase Judith Butler's <i>Gender Trouble</i> . Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3, AS: Reading Judith Butler's *Gender Trouble*

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

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, *Gender Trouble* (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well as provide the opportunity for discussion and collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the *1619 Project* , which also considers performativity in terms of historiography and the US's legacy of race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur Please purchase Judith Butler's *Gender Trouble* . Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3: Weak Theories

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 615

Kommentar In this class on theory, we will read and work with texts that were developed in the field of phenomenology, affect theory, indigenous studies, environmental humanities, and Black feminist studies. Based on ideas developed by Spinoza, Gilles Deleuze, or queer theorist Eve Kosofsky Sedgwick, in recent years the humanities have witnessed a turn towards a critical engagement that questions the traditional opposition of reason and emotion, mind and body, as well as linearities and hierarchies of knowledges.

We will discuss theoretical approaches which formulate a critique around what Benjamin Kahan called a "Weak Theory." We will engage with approaches of reparative reading, felt theory, and the affective turn. As this class wants to show, our ways of thinking and theorizing about the world also translate into practical engagement with our social environment.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 1.09.-15.09.2021; MAAS 17.09.-30.09.2021 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~

Literatur Also, we will read Ocean Vuong's *On Earth We're Briefly Gorgeous* (2019). Please purchase a copy of this novel (*NOT* on amazon).

All other texts will be made available on StudIP.

AmerA, AAS1: Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 40
Brasch, Ilka| Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 11.10.2021 - 27.01.2022 1502 - 609

Kommentar This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant and in which they tend to be challenged. This class will not provide an overview of the different stages of theorization from the past to the present, but rather be concerned with how literary studies 'work,' and how students can engage with and employ theory in their own work. To this end, we will explore different modes of reading and of analysis, such as close reading and reading 'against the grain,' moving from critical inquiry to practical application.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~ or ruth.mayer@engsem.~

Literatur Will be made available on StudIP.

AmerA/AAS2/3/4: Photography and Narrative

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar This class is occasioned by the exhibition *True Pictures? Contemporary Photography from Canada and the United States*, which will take place in the Sprengel Museum in Hannover from November to February. The division of American Studies will host a one-day symposium with talks and discussions about photography and storytelling on January 21 in the Sprengel Museum. This will be a mandatory part of the class, please be sure that you are available at this date and can participate. The class will engage with the exhibition, and thus ask about photography as art, but it will also go beyond this and take into account photography's history as an instrument of documentation, identification, social surveillance and private use. Throughout the semester, we will be concerned with the story-telling capacity of photographs, and thus also look closely at photobooks, literary and filmic representations of photography and other mixed-media approaches.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

Literatur All course texts will be made available on StudIP.

AmerA/AAS2/AAS3/AAS4: Christmas in America: History, Ideology, and Popular Culture

Seminar, SWS: 2, Max. Teilnehmer: 40
Loock, Kathleen

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar In this course, we will trace the history of Christmas in America from colonial days to today and discuss the shifting nature of the holiday in terms of its cultural, religious, political, and economic meanings. Puritans in colonial Massachusetts outlawed Christmas. They rejected the holiday's carnival origins celebrating disorder and the temporary inversion of established (social) hierarchies because it created an occasion for drunkenness and riot. Christmas traditions as we know them (with tinsel trees, filled stockings, Christmas cards, and Santa Claus) only emerged in the mid-nineteenth century when the rambunctious, carnivalesque holiday was reimagined as a family-centered, domestic affair that took place in the home, no longer in the public sphere. Charles Dickens's *A Christmas Carol* (1843) fueled this "invention of tradition" (Eric

Hobsbawm) and visual culture (ranging from illustrations in books and magazines, advertisements and Christmas cards to holiday movies) was crucial for the construction of modern Christmas as a holiday that merges materialism and normative family values. The course will provide you with the historical and theoretical background against which we will analyze our primary material consisting of Christmas literature and print media as well as classic Christmas songs and movies.

- Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~
- Literatur Will be made available on StudIP.

AmerA/AAS2/AAS3, AS: The 1619 Project (and Beyond)

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

Do wöchentl. 14:00 - 16:00 21.10.2021 - 27.01.2022 1502 - 703

Kommentar In August 2019, the *New York Times Magazine* launched the *1619 Project*, a special issue of the magazine that contains essays, poems, and fiction that re-read United States history through the lens of slavery. The project was accompanied by news articles, live events, and a podcast, expanding beyond the confines of a magazine issue. Particularly because of its revisionist historiography and political appeal, the project received both praise and criticism, sparking debates about the impact of slavery, the practice and function of history, and more. In this class, we will engage closely with the material the *1619 Project* has to offer and study the multiple affirmatory and critical responses it garnered. We will additionally contextualize the project by engaging with literature that reflects on the history of slavery, particularly Colson Whitehead's 2016 novel *The Underground Railroad*. The class will conclude with a longer session at the Hannover Kunstverein on February 7th, where we will visit an exhibit by, as well as meet with, the artist Kameelah Janan Rasheed. Her work engages with questions of both race and gender, and we will cooperate with Abby Fagan's class for this event. Please note that the course dates are slightly different in order to make the February event with Rasheed possible.

Dates: 21.10.2021 – 16.12.2021, 13.01.2022 - 27.01.2022, and Monday, 07.02.2022 (all day)

- Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~
- Literatur During the semester, you will be asked to buy a copy of Whitehead's *The Underground Railroad*.

BritA

BritA, AAS1: Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers as well as bachelor's and master's theses.

As a preparation for each class you are asked to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as the descriptive chapter by Peter Barry. Relying on the analytical categories from the Introduction to Literary Studies (AmerBritF1) and the historical knowledge from the BritF2 Survey Lecture we will apply the theories to

Charlotte Brontë's novel *Jane Eyre* (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text. The non-graded course work will be a short excerpt covering one chapter of Barry's *Beginning Theory*.

Bemerkung *Reader* – Copyshop Stork (Körnerstraße 3) from 11.10.2021 and Stud.IP / *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Barry, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. 4th ed. Manchester University Press, 2017.

Brontë, Charlotte. *Jane Eyre*. Norton, 2001 or 2016. Instead of the Norton editions, you may use the Oxford World's Classics or the Penguin Classics editions (complete with introduction and notes).

Please buy your own copies of Brontë's novel and of Peter Barry's *Beginning Theory*. The theoretical texts covered in the seminar will be available free of charge in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP.

Please read Charlotte Brontë's novel during term break, i.e. before the course begins.

BritA, AAS2, AAS3, AAS5, AS: British and Postcolonial Studies

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

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis. Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British and British-Caribbean literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we may discuss as well.

We will use the novel to practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Please study the "Guidelines and Reading Material. British and Postcolonial Studies" (see below) prior to class. For your revision of British and Postcolonial literary history, theories and methods I recommend Martin Middeke et al. (eds.) *English and American Studies. Theory and Practice*. J.B. Metzler, 2012 (available free of charge via Springer).

Bemerkung *Registration* – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrlich, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Andrea Levy. *The Long Song* (2010)

BritA, AAS2, AAS3, AAS5, AS: Greening the Library: Ecocritical Approaches to Literature and Film

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

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar Over the last twenty-five years, ecocriticism has become a central theory in literary and cultural studies. Subscribing to the idea that environment matters and does not merely serve as the 'background' of a story, ecocriticism explores the ways in which relationships between human beings, culture and nature are constructed. Informed by an avowedly political agenda, this seminar goes beyond a 'green' moral of sustainability and ties literary analysis to issues of power, (in)equality, class, race, gender, economy and consumerism. Probing the rich variety of 'earth-centred' approaches, we will begin with Shakespeare's comedy *As You Like It* (1623) to discuss what functions the setting in the fictional forest of Arden has for the play. Continuing to explore the political dimensions of the pastoral, we shall analyse Romantic poetry by William Wordsworth and John Clare before we move on to study Australian constructions of wilderness in Julia Leigh's novel *The Hunter* (1999). We shall then turn to representations of the seascape as metaphors for the 'middle passage' in Fred D'Aguiar's novel *Feeding the Ghosts* (1997) and Derek Walcott's poem "The Sea Is History" (1979). To close the seminar, we will discuss Caryl Churchill's dystopian drama *Far Away* (2000).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Further Information* -hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrlich, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase William Shakespeare's *As You Like It* (well-annotated edition), Julia Leigh's *The Hunter*, Fred D'Aguiar's *Feeding the Ghosts* and Caryl Churchill's *Far Away* and read at least Shakespeare's play prior to class. All other primary and secondary material will be provided on Stud.IP at the beginning of the term.

BritA, AAS2, AAS3: Contemporary British Drama

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar This course will familiarise students with contemporary developments, playwrights and genres in 21st-century British drama. Following a chronological order, we will begin with Caryl Churchill's short dystopian *Far Away* (2000), a play that the *Guardian* describes as unsettled and "a masterclass of tension". Subsequently, we will investigate Laura Wade's *Posh*, a play that portrays a group of Oxford students that are part of a fictionalised version of the Bullingdon Club. Afterwards, we will turn to Alan Bennett's *People* (2012), a play that features a South Yorkshire country house, its upper-class owners, and

their attempts to manoeuvre Britain's heritage industry. Finally, we will read Maureen Lennon's *Us Against Whatever*, a karaoke cabaret that follows the experiences of the two female protagonists within Britain's precarious political climate in the run-up to the 2016 referendum.

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 that is predominantly based on the categories class and gender in order to investigate recent developments and themes in contemporary British drama.

Bemerkung *Registration* – 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –janna-lena.neumann@engsem.-

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Caryl Churchill: *Far Away* (2000)

Laura Wade: *Posh* (2010)

Alan Bennett: *People* (2012)

Maureen Lennon: *Us Against Whatever* (2019)

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

BritA, AAS2, AAS3: Restoration Theatre - Culture of Display and Disguise

Seminar, SWS: 2, Max. Teilnehmer: 40
Ippendorf, Elena

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar With the restoration of the monarchy and Charles II's ascendancy to the English throne in 1660, the institution of the theatre was restored as well. After an 18-year gap in theatrical production during the Interregnum, some customs were renegotiated. The first English actresses appeared on stage and boy-actors, young men trained to play female roles, became obsolete and were eventually banned.

In this course, we will be examining this turbulent and innovative period in English theatre history. We will chart the changes in comedy, the genre Restoration drama is best known for today, throughout the period, as well as look at Shakespearean adaptation and tragedy.

Beyond practising a close reading of this range of plays, a particular focus of this course will be exploring their political as well as material production contexts.

How were the theatre companies organised? Who were the first English actresses and how did their appearance change theatrical conventions? How did the performance spaces influence the productions? Who was in the audience? In what ways were notions of gender identity negotiated in performance both onstage as well as off? How did the series of political crisis of the time influence theatrical production? And, last but not least, how can Restoration drama be staged today? Pandemic permitting, we will be exploring answers to that last question performatively.

Bemerkung *Registration* – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –elena.ippendorf@engsem.-

Literatur

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase your own copies of the plays *The Country Wife* by William Wycherley (1675), *The Rover* by Aphra Behn (1677), *All for Love* by John Dryden (1677) and *Love's Last Shift* by Colley Cibber (1696) [all of which can be found for instance in Womersley, David. *Restoration Drama: An Anthology* (2000)]. All other texts will be made available on Stud.IP.

During term break please read up on the historical context of the restoration of the monarchy in 1660 as well as the basic principles of analysis of drama (see recommendations).

Recommended Reading

Fuchs, Elinor. "EF's Visit to a Small Planet: Some Questions to Ask a Play." (2004)

Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2014 (4. Auflage)

BritA, AAS2, AAS5, AS: South Africa: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar

In this seminar, we will read fictional and historiographic texts about South Africa before and after the transition from the white minority rule of the apartheid system to a democratic society signaled by the first democratic elections of 1994. We will begin with Sindiwe Magona's *Mother to Mother* (1998) about post-apartheid violence, an issue which also features in *Disgrace* (1999), a novel by J.M. Coetzee, who won the Nobel Prize for Literature in 2003. To conclude, we will read Phaswanes Mpe's thematically disturbing and aesthetically challenging novel *Welcome to Our Hillbrow* (2001) about inner-city problems, migration and HIV/AIDS. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race, ethnicity and class as well as on the narrative strategies and tropes employed by the texts practicing the analytical terms from the Introduction to Literary Studies (AmerBritF1).

Bemerkung

Registration – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Clark, N. and W.H. Worger. *South Africa. The Rise and Fall of Apartheid* (2011)

Coetzee, J.M. *Disgrace* (1999)

Magona, Sindiwe. *Mother to Mother* (1998)

Mpe, Phaswane. *Welcome to our Hillbrow* (2001)

Please buy and bring your own copies of the novels by Coetzee, Magona and Mpe. Read all three of them during term break and familiarise yourself with South African and British colonial history. The chapters from the historiographic texts will be made available on Stud.IP.

Recommended Reading

Dalziel, Nigel. *The Penguin Historical Atlas of the British Empire* (2006)

Thompson, Leonard. *A History of South Africa* (4th ed. 2014)

LingA1

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 003

Kommentar This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 113

Kommentar This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA2

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 003

Kommentar This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of

sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.

- +++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++**
 Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~
 Literatur All reading material will be provided in class

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
 Paland, Meike

Di wöchentl. 10:00 - 12:00 12.10.2021 - 27.01.2022 1502 - 609

Kommentar This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.

- +++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++**
 Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~
 Literatur All reading material will be provided in class

LinguA³

Seminar, SWS: 2
 Altendorf, Ulrike| Becker, Lidia| Diewald, Gabriele

Di wöchentl. 16:00 - 18:00 19.10.2021 - 25.01.2022 1502 - 609
 Di wöchentl. 18:00 - 20:00 19.10.2021 - 29.01.2022 1502 - 103

Kommentar LinguA³ - Lingustischer Arbeitskreis

Linguistik ist weitaus mehr als grammatische Analyse... LinguA³ (Linguistischer Arbeitskreis) vermittelt Einblicke in die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsgebiete sowie interdisziplinärer Forschung und beruflicher Praxis. LinguA³ ist ein interdisziplinäres Seminar mit Gastvortragsreihe. Für die Gastvorträge werden in jedem Semester internationale Wissenschaftler/-innen aus der Germanistik, Anglistik und Romanistik eingeladen. Die Vortragsthemen sind bewusst vielseitig gewählt und sollen den Blick „über den Tellerrand“ hin öffnen. Im Wintersemester steht ein thematischer Schwerpunkt zu Sprache und Geschlecht im Deutschen, Englischen und Spanischen auf dem Programm.

Im 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. Die drei Gastvorträge finden ebenfalls am Dienstag, allerdings von 18.00 bis 20.00 Uhr, statt.

Die Gäste, ihre Vortragsthemen und die exakten Termine der Gastvorträge werden zu gegebener Zeit mitgeteilt.

- Bemerkung Vortragsreihe LinguA finden nach Ankündigung dienstags von 18-20 Uhr im Raum 103 statt.

Termine werden dann bekanntgegeben.

Masterarbeit

Kolloquium

Kolloquium zum Studienabschluss (MEd.)

Kolloquium, Max. Teilnehmer: 20
Blell, Gabriele | Kuhrs Woltin, Alexander

Di wöchentl. 16:00 - 18:00 12.10.2021 - 25.01.2022 1502 - 615

Kommentar Dieses Kolloquium zum Studienabschluss ist eine unterstützende Begleitung für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelor oder Master). Diese Lehrveranstaltung ist offen konzipiert, sodass individuelle Anliegen, Herausforderungen oder Problematiken in einer multiperspektivischen Diskussionsrunde gemeinsam eruiert werden können. Gleichwohl bleibt die Prämisse gewahrt, dass Ihre Abschlussarbeit eine auf Wissenschaftlichkeit beruhende Eigenleistung sein muss und diese Veranstaltung entsprechend nur kollaborativ beratenden Austausch- und Unterstützungscharakter hat. Die Arbeiten werden zur Aus- und Eingrenzung im Anfangsstadium inhaltlich und methodisch konzeptionell beraten und begleitet. Das Verfassen eines Exposés, eine vorläufige Gliederung sowie eine vom BA-/MA-Kandidat*in erstellte Literaturliste dienen u.a. als Grundlage für ein wechselseitiges Feedback und einer kollegialen Beratung.

Zur Anfertigung einer Abschlussarbeit wird zudem empfohlen, das Seminar zu „Empirischen Forschungsmethoden in der Fremdsprachendidaktik“ bei Frau Oldendörp zu besuchen, welches ebenso grundlegende wissenschaftspropädeutische Praxis, fundierte Kenntnisse über Zitierregeln nach MLA Citations und Nutzungsmöglichkeiten von Literaturdatenbanken wiederholt

Bemerkung *Registration* – StudIP / *Size restriction* – 20 / *Prerequisites* – None / *Further Information* – gabriele.blell@engsem.uni-hannover.de / alexander.woltin@engsem.uni-hannover.de

Literatur See course page on StudIP.

Research Colloquium British and Postcolonial Studies

Kolloquium, SWS: 2
Gohrisch, Jana

Mi 14-täglich 14:00 - 16:00 13.10.2021 - 26.01.2022 1502 - 709

Kommentar Die Termine werden zu Semesterbeginn auf der Website des EngSem (Lehrgebiet Anglistik / British and Postcolonial Studies) bekanntgegeben.

Masterstudiengang Lehramt an berufsbildenden Schulen - Fach Englisch

Intermediate and Advanced Linguistics TECH (LingF4/LingA1/LingA2)

LingF4

LingF4, M5: English Dialectology - Online Kompaktseminar

Seminar, SWS: 2
Altendorf, Ulrike

Fr Einzel 09:00 - 18:00 12.11.2021 - 12.11.2021 1502 - 709

Fr Einzel 09:00 - 18:00 17.12.2021 - 17.12.2021 1502 - 709

Kommentar This course will explore classic, recent and current studies in English Dialectology with a focus on varieties (both accents and dialects) of English in England, in particular London and the South East (Cockney, Estuary English, MLE), the South West, East Anglia and the North of England. The course requires a solid knowledge of phonetics and phonology!

Bemerkung *Registration* – Stud.IP 01.09. - 15.09.21 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Texts will be available in class.

LingF4/M6, M9: Comparing English and German: types, differences and similarities.

Seminar, SWS: 2
Czicza, Dániel

Di wöchentl. 10:00 - 12:00 12.10.2021 - 25.01.2022 1502 - 003

Kommentar The course deals with the comparative study of language with respect to major similarities and differences between English and German. It gives basic knowledge about contrastive analysis to be understood as an important part of typological study discovering general patterns and limitations of cross-linguistic variation. The course gives insight into how relevant linguistic features can be found and described, with an emphasis on the language pair English and German contrasting them according to a wide variety of properties.

Both semantic (functional) and form-related criteria are going to be applied in order to establish comparability. As for the functional aspects, we will focus on semantic dimensions such as temporal relations, possession, modality and aspectuality. In addition to the functional view, we will discuss formal elements and categories such as case, gender and noun phrase.

Bemerkung *Registration* – Stud.IP 01.09. - 30.09.21 / *Further information* –daniel.czicza@engsem.~
Literatur **References**

Durrell, Martin (2011): *Hammer's German Grammar and Usage*. 5th ed. London: Routledge.

Fischer, Klaus (1997): *German-English verb valency: a contrastive analysis*. Tübingen: Narr.

Fischer, Klaus (2013): *Satzstrukturen im Deutschen und im Englischen: Typologie und Textrealisierung. Konvergenz und Divergenz: Sprachvergleichende Studien zum Deutschen*. Vol. 1. Berlin: Akademie.

Gunkel, Lutz et al. (2017): *Grammatik des Deutschen im europäischen Vergleich: Das Nominal*. 2 Bde. Berlin: de Gruyter.

Hawkins, John A. (1986): *A comparative typology of English and German: Unifying the contrasts*. London: Croom Helm.

König, Ekkehard / Gast, Volker (2018): *Understanding English-German Contrasts*. 4., neu bearb. Aufl. Berlin: Erich Schmidt.

Lang, Ewald / Zifonun, Gisela (Hrsg.) (1995): *Deutsch – typologisch*. Berlin: de Gruyter.

LingA1

LingA1/A2, M7: Advanced Corpus Linguistics and Discourse Analysis - Blockseminar

Seminar, SWS: 2
Hohaus, Pascal

Do Einzel	09:00 - 18:30	07.10.2021 - 07.10.2021	1502 - 703
Fr Einzel	09:00 - 18:30	08.10.2021 - 08.10.2021	1502 - 703
Sa Einzel	09:00 - 16:30	09.10.2021 - 09.10.2021	1502 - 703
Do Einzel	09:00 - 18:30	25.11.2021 - 25.11.2021	
Bemerkung zur Gruppe	ONLINE		

Do Einzel	18:00 - 20:00	09.12.2021 - 09.12.2021	1502 - 703
Kommentar	<p>In this seminar, we are concerned with two major approaches to studying language use: corpus linguistics and discourse linguistics. You will be introduced to their main premises, theoretical assumptions and methodological tools. We will apply their ideas to language in context (such as political language, learner language, and online communication) and will discuss ways of combining these two approaches.</p> <p>The PL consists of a written exam. Two to three weeks before the exam an additional date for practice will be offered.</p>		
Bemerkung	<p>Size restriction – NA / Gasthörer: nein / Prerequisites – LingF1, LingF2 & LingF4 if applicable / Further Information – pascal.hohaus@engsem.~</p>		

LingA1/LingA2; M8/M9: Linguistic Landscapes

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl.	12:00 - 14:00	13.10.2021 - 26.01.2022	1502 - 703
Kommentar	<p>In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.</p> <p>This class will include questions of multilingualism, dominance of languages, language policies, identity creation, naming strategies, humour, etc. In our LL analyses, the focus will be on questions such as:</p> <p>How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs monolingual, bilingual, multilingual and in what ways, i.e. what combinations of languages do occur? Are different languages used for different contents and in different domains? In what forms do signs occur (notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites)? What about the language in terms of normativity: orthography, handwriting conventions, lexicon, morphology, syntax, literacy level, etc.?</p> <p>This seminar is primarily aimed at advanced university students of language and linguistics. No previous experience with LL studies is required, but participants should have a firm background in linguistics. Thus, participants are expected to have a proper understanding of what linguistic fields such as morphology, syntax, semantics and pragmatics are all about; they should also be able to read basic phonetic transcription and understand phonemic representation.</p>		
Bemerkung	<p><i>Registration</i> – Stud.IP 01.09.2021-30.09.2021</p> <p><i>Size restriction</i> – None</p> <p><i>Prerequisites</i> – LingF1-LingF4 (FüBA); M1-M3 (DEL)</p> <p><i>Studiengänge</i> – FüBA, 3. Fach LG, MEd LG, MEd LbS, DEL</p> <p><i>Further information</i> –rainer.schulze@engsem.uni-hannover.de</p>		

Literatur The following textbook will be used in class and is highly recommended for purchase:
Schmitt, Holger. 2018. *Language in the Public Space. An Introduction to the Linguistic Landscape*. ISBN 978-1-9829-2542-0 (independently published).
Please make sure that you order your copy of the book asap.

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 003

Kommentar This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 113

Kommentar This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA2

LingA1/A2, M7: Advanced Corpus Linguistics and Discourse Analysis - Blockseminar

Seminar, SWS: 2
Hohaus, Pascal

Do Einzel 09:00 - 18:30 07.10.2021 - 07.10.2021 1502 - 703

Fr Einzel 09:00 - 18:30 08.10.2021 - 08.10.2021 1502 - 703

Sa Einzel 09:00 - 16:30 09.10.2021 - 09.10.2021 1502 - 703

Do Einzel 09:00 - 18:30 25.11.2021 - 25.11.2021

Bemerkung zur Gruppe ONLINE

Do Einzel 18:00 - 20:00 09.12.2021 - 09.12.2021 1502 - 703

Kommentar In this seminar, we are concerned with two major approaches to studying language use: corpus linguistics and discourse linguistics. You will be introduced to their main premises, theoretical assumptions and methodological tools. We will apply their ideas to language in context (such as political language, learner language, and online communication) and will discuss ways of combining these two approaches.

The PL consists of a written exam. Two to three weeks before the exam an additional date for practice will be offered.

Bemerkung Size restriction – NA / Gasthörer: nein / Prerequisites – LingF1, LingF2 & LingF4 if applicable / Further Information – pascal.hohaus@engsem.~

LingA1/LingA2; M8/M9: Linguistic Landscapes

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.

This class will include questions of multilingualism, dominance of languages, language policies, identity creation, naming strategies, humour, etc. In our LL analyses, the focus will be on questions such as:

How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs monolingual, bilingual, multilingual and in what ways, i.e. what combinations of languages do occur? Are different languages used for different contents and in different domains? In what forms do signs occur (notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites)? What about the language in terms of normativity: orthography, handwriting conventions, lexicon, morphology, syntax, literacy level, etc.?

This seminar is primarily aimed at advanced university students of language and linguistics. No previous experience with LL studies is required, but participants should have a firm background in linguistics. Thus, participants are expected to have a proper understanding of what linguistic fields such as morphology, syntax, semantics and pragmatics are all about; they should also be able to read basic phonetic transcription and understand phonemic representation.

Bemerkung *Registration* – Stud.IP 01.09.2021-30.09.2021

Size restriction – None

Prerequisites – LingF1-LingF4 (FüBA); M1-M3 (DEL)

Studiengänge – FüBA, 3. Fach LG, MEd LG, MEd LbS, DEL

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

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

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

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 003

Kommentar	This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.
Bemerkung	+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++ <i>Registration</i> – Stud.IP 1.9.-15.9.2021 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> –meike.paland@engsem.~
Literatur	All reading material will be provided in class

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Di wöchentl. 10:00 - 12:00 12.10.2021 - 27.01.2022 1502 - 609

Kommentar	This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.
Bemerkung	+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++ <i>Registration</i> – Stud.IP 1.9.-15.9.2021 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> –meike.paland@engsem.~
Literatur	All reading material will be provided in class

LinguA³

Seminar, SWS: 2
Altendorf, Ulrike| Becker, Lidia| Diewald, Gabriele

Di wöchentl. 16:00 - 18:00 19.10.2021 - 25.01.2022 1502 - 609

Di wöchentl. 18:00 - 20:00 19.10.2021 - 29.01.2022 1502 - 103

Kommentar	LinguA ³ - Lingustischer Arbeitskreis Linguistik ist weitaus mehr als grammatische Analyse... LinguA ³ (Linguistischer Arbeitskreis) vermittelt Einblicke in die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsgebiete sowie interdisziplinärer Forschung und beruflicher Praxis. LinguA ³ ist ein interdisziplinäres Seminar mit Gastvortragsreihe. Für die Gastvorträge werden in jedem Semester internationale Wissenschaftler/-innen aus der Germanistik, Anglistik und Romanistik eingeladen. Die Vortragsthemen sind bewusst vielseitig gewählt und sollen den Blick „über den Tellerrand“ hin öffnen. Im Wintersemester steht ein thematischer Schwerpunkt zu Sprache und Geschlecht im Deutschen, Englischen und Spanischen auf dem Programm.
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Im 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. Die drei Gastvorträge finden ebenfalls am Dienstag, allerdings von 18.00 bis 20.00 Uhr, statt.

Die Gäste, ihre Vortragsthemen und die exakten Termine der Gastvorträge werden zu gegebener Zeit mitgeteilt.

Bemerkung Vortragsreihe LinguA finden nach Ankündigung dienstags von 18-20 Uhr im Raum 103 statt.

Termine werden dann bekanntgegeben.

Advanced Methodology of Teaching English as a Foreign Language mit Schulpraktikum (DidA/DidPA)

DidA

DidA: Classroom analysis - engaging methods and means

Seminar, SWS: 2, Max. Teilnehmer: 30
Traumann, Sven

Mi wöchentl. 14:00 - 16:00 13.10.2021 - 26.01.2022 1502 - 615

Kommentar This course aims at engaging in classroom situations, such as practicing methods, evaluating student performance in class and promoting cooperative learning. Students are required to actively take part in the seminar to experience methods and practice useful techniques for classroom situations. Apart from analyzing videos, we will try out certain methods, have a look at students' performance in written and oral form and consider how a positive classroom atmosphere can be created.

To receive course credit (Studienleistung) you will have to correct an English student's exam, prepare a micro teaching session of 10-15 minutes and actively attend the course in 10 sessions. The final examination (Prüfungsleistung) will be a written paper of 15 pages in English.

Bemerkung *Registration* – StudIP 01.09. - 15.09.2021 / *Size restriction* – 30 / *Prerequisites* – DidF / *Further Information* –sven.traumann@engsem.uni-hannover.de

Literatur See course page on StudIP.

DidA: Explanatory Videos in the EFL Classroom

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

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 613

Kommentar Explanatory videos are becoming increasingly important both in the private sphere and in the field of education. Empirical findings prove positive effects of explanatory videos in the area of cognitive but also affective factors. In this seminar, we will examine the medium of explanatory videos against the background of their popularity (cf. JIM Study 2017) and multimodality for EFL classrooms. The focus will be on different forms and functions of explanatory videos as well as embedding them in flipped classroom settings. After a theoretical and technical foundation, we will produce and evaluate explanatory videos for selected skills and learning strategies in a criterion-oriented way.

To receive course credit (Studienleistung) you will have to collaboratively present an assigned topic in an interactive and product-oriented way. An independently produced explanatory video (= product) and a corresponding exposé (= written assignment) make up the examination credits (Prüfungsleistung)

Bemerkung *Registration* – StudIP 01.09. - 15.09.21 / *Size restriction* – 30 / *Prerequisites* – DidF / *Further Information* –alexander.kuhrs.woltin@engsem.uni-hannover.de

Literatur See course page on StudIP.

DidA: Racism Must Not Be Tolerated: Challenges to Teaching Diversity

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

Di wöchentl. 14:00 - 16:00 12.10.2021 - 25.01.2022 1502 - 615

Kommentar Some people tell us that we should stop talking about skin color and see everyone as a 'global citizen'. Others say that racism is not a problem anymore and that calling it out in conversation is wrong. But racism is (still) a problem, and it needs to be talked about in school, i.e., in the EFL classroom as well. Examining and analyzing racist-relevant topics in an anti-racist EFL classroom does not only expand and heighten one's awareness and competence in taking action and responding to racism but may also avoid the (re-) production of racism(s). This course is designed to provide, explore and discuss:

- personal beliefs, values, attitudes about race and racism (our professional identities as teachers);

- selected theoretical fundamentals concerning racism (e.g., Critical Race Studies, Cultural and Intersectionality Studies, Diversity Studies, Anti-Racist Education (Rassismuskritische Bildung),

- creative teaching strategies that can help the process of speaking about racism become less threatening and more productive (e.g., subversive intervention strategies against hate speech/ hate poetry; anti-racist analysis of coursebooks/materials; multimodal text work, e.g. *The Hate U Give* (2017, by Angela Thomas), *The Freedomwriters Diary* (1999, non-fiction), poster, cartoon analysis etc.).

To receive course credit (Studienleistung) you will have to work on a collection of several assignments with your study buddy, which have to be uploaded on StudIP (in your personal Wiki). The final examination (**Prüfungsleistung**), if you want to do a PL in this DidA course, will be a **'live' OR online in-class presentation and a term paper (4000 words) OR a classic term paper (5000 words)**.

Bemerkung *Registration* – StudIP 01.09. - 15.09.2021 / *Size restriction* – 30 / *Prerequisites* – DidF / *Further Information* –Gabriele.blell@engsem.uni-hannover.de

Literatur *Required Reading:* See course page on StudIP. Recommended: Fereidooni, K.& Simon, N. (Hrsg.). *Rassismuskritische Fachdidaktiken*. Springer, 2020.

DidA: Teaching Global Issues with Documentaries

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

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 615

Kommentar Students enjoy watching movies and television for a variety of reasons. For one, they receive exposure to authentic language in a non-threatening setting. Secondly, movies and videos provide common ground for students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003 including feature films, documentaries, shorts, etc. This course is designed to help you to teach especially short (fictional and non-fictional) films in Sek. I and II: documentaries, docufictions, mockumentaries, docudramas etc. The course follows a double aim: linking TEFL with related academic disciplines, and combining theory, methodology and exemplary lessons. Global issues will be in the centre of teaching the selected documentaries.

To receive course credit (Studienleistung) you will have to work on a collection of several assignments with your study buddy, which have to be uploaded on StudIP (in your personal Wiki). The final examination (**Prüfungsleistung**), if you want to do a PL in this DidA course, will be a **'live' OR online in-class presentation and a term paper (4000 words) OR a classic term paper (5000 words)**.

Bemerkung *Registration* – StudIP 01.09. - 15.09.2021 / *Size restriction* – 30 / *Prerequisites* – DidF / *Further Information* –Gabriele.blell@engsem.uni-hannover.de

Literatur *Required Reading:*

See course page on StudIP

DidPA

DidPA: Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
Kuhrs Woltin, Alexander

Di wöchentl. 14:00 - 16:00 12.10.2021 - 25.01.2022 1502 - 613

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. Der Fokus liegt auf Unterrichtsplanungen aus der und für die Praxis. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven. Neben binnendifferenzierenden Unterrichtsmaßnahmen wird auf den Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe fokussiert. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Als Studienleistung arbeiten Sie an einem aufgabenbasierten Portfolio und nehmen den Blockkonsultationstermin bei Becker-Rolfs, Blanckertz, oder Traumann wahr – siehe KVV).

Bemerkung *Registration* – StudIP 01.03 - 15.09.2021 / *Size restriction* – 20 / *Prerequisites* – DidF / *Further Information* – alexander.woltin@engsem.uni-hannover.de

Literatur Thaler, E. Englisch unterrichten: Grundlagen - Kompetenzen - Methoden. Cornelsen, 2012.

Der Kauf dieses Grundlagenwerks wird vorausgesetzt

DidPA: Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
Blanckertz, Janka

Do wöchentl. 16:00 - 18:00 14.10.2021 - 27.01.2022 1502 - 615

Kommentar Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Der Fokus liegt auf Unterrichtsplanungen aus der und für die Praxis. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven. Neben binnendifferenzierenden Unterrichtsmaßnahmen wird auf den Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe fokussiert. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Als Studienleistung arbeiten Sie an einem aufgabenbasierten Portfolio und nehmen den Blockkonsultationstermin bei Becker-Rolfs, Blanckertz, oder Traumann wahr – siehe KVV).

Bemerkung *Registration* – StudIP 01.09. - 15.09.21 / *Size restriction* – 20 / *Prerequisites* – DidF / *Further Information* – **janka.blanckertz@engsem.uni-hannover.de**

Literatur Thaler, E. Englisch unterrichten: Grundlagen - Kompetenzen - Methoden. Cornelsen, 2012.

Der Kauf dieses Grundlagenwerks wird vorausgesetzt.

Zusätzliche Texte werden via StudIP bereitgestellt

DidPA: Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
Becker-Rolfs, Carolin

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 615

Kommentar	<p>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. Der Fokus liegt auf Unterrichtsplanungen aus der und für die Praxis. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven. Neben binnendifferenzierenden Unterrichtsmaßnahmen wird auf den Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe fokussiert. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.</p> <p>Als Studienleistung arbeiten Sie an einem aufgabenbasierten Portfolio und nehmen den Blockkonsultationstermin bei Becker-Rolfs, Blanckertz, oder Traumann wahr – siehe KVV).</p>
Bemerkung	<p><i>Registration</i> – StudIP 01.09. - 15.09.2021 / <i>Size restriction</i> – 20 / <i>Prerequisites</i> – DidF / <i>Further Information</i> –carolin.becker-rolfs@engsem.uni-hannover.de</p>
Literatur	<p>Thaler, E. Englisch unterrichten: Grundlagen - Kompetenzen - Methoden. Cornelsen, 2012.</p> <p>Der Kauf dieses Grundlagenwerks wird vorausgesetzt.</p> <p>Zusätzliche Texte werden via StudIP bereitgestellt.</p>

Planung & Analyse von Englischunterricht (aktuelle Themen aus der Praxis für die Praxis und Reflexion)

Seminar, Max. Teilnehmer: 12
 Becker-Rolfs, Carolin| Blanckertz, Janka| Traumann, Sven

Mi Einzel	15:00 - 18:00	27.10.2021 - 27.10.2021	1502 - 613
Do Einzel	16:00 - 19:00	18.11.2021 - 18.11.2021	1502 - 613
Fr Einzel	14:00 - 17:00	28.01.2022 - 28.01.2022	1502 - 613

Kommentar Studierende, die im Sommersemester das (Haupt-)Seminar DidPA und ihr Fachpraktikum erfolgreich abgeschlossen sowie ein erstes *Draft* ihres Fachpraktikumsberichts vorliegen haben, sind angehalten einen der drei DidPA-Block-Begleittermine bei einer Dozentin / einem Dozenten ihrer Wahl verbindlich zu belegen, um das Modul „Fachpraktikum Englisch“ komplett abzuschließen.

Neben Einblicken in aktuelle englischunterrichtspraktische Themen, soll die Fachpraktikumsreflexion und ein kollegiales Feedback zu spezifischen Fragen zu dem eigenen Fachpraktikumsbericht im Fokus dieser **verbindlichen** Begleitveranstaltung stehen.

Es handelt sich um eine verbindliche Blockveranstaltungen von 270 Minuten Länge:

- a.) Impulsbeitrag zu aktuellen Themen aus der Praxis für die Praxis (Termine und Themen s. unten)
- b.) Impulsgeleitete Reflexion des absolvierten Fachpraktikums
- c.) Wiederholung verbindlicher Formalia des Fachpraktikumsberichts einschließlich kollegialer Beratung / Feedback

Bitte melden Sie sich via StudIP an und ordnen Sie sich einer Blockveranstaltung zu. Die Blockveranstaltungen sind auf max. 12 Teilnehmer*innen begrenzt.

Seminar I Traumann (sven.traumann@engsem.uni-hannover.de)
 Thema: Didaktische Reduktion
 Zeit: 27.10.2021; 15:00 – 18:00 Uhr

Seminar II Becker-Rolfs (carolin.becker-rolfs@engsem.uni-hannover.de)
 Thema: Feedback
 Zeit: 18.11.2021; 16-19 Uhr

Seminar III Blanckertz (janka.blanckertz@engsem.uni-hannover.de)

Thema : Lese-Rechtschreibschwierigkeiten im EU

Zeit: 28.01.2021; 14:00 – 17:00

Bemerkung *Registration* – StudIP / *Prerequisites* – DidF & DidPA**Fachpraktikum****Fachpraktikum (1)**

 Fachpraktikum, SWS: 2, Max. Teilnehmer: 15
 Kuhrs Woltin, Alexander

Do wöchentl. 14:00 - 16:00 27.01.2022 - 31.03.2022 1502 - 613

Kommentar Das Lehrgebiet Didaktik des Englischen hat diverse Kooperationsschulen (u.a. IGS Hannover-Mühlenberg, KGS Ronnenberg, KGS Sehnde & IGS Stöcken) und kann Ihnen für ein universitär begleitetes Fachpraktikum Plätze zuweisen. Die Platzvergabe erfolgt auf der Grundlage Ihrer Anmeldung in StudIP, eines eingereichten Motivationsschreibens und den uns zur Verfügung stehenden Fachpraktikumsplätzen.

Das universitär begleitete Fachpraktikum ist ein wesentliches Element Ihrer ersten reflektierenden Praxiserfahrung hin zu einer sich anbahnenden professionellen Unterrichtskompetenz in der output-orientierten Vermittlung der kommunikativen und interkulturellen Fähigkeiten und Fertigkeiten des Englischunterrichts. Das Fachpraktikum ermöglicht Ihnen neben der schulpraktischen Erprobung Ihrer bisher entwickelten Fach- und Methodenkompetenzen auch Einblicke in Ihre pädagogische, soziale und Selbstkompetenz. Während Ihres Fachpraktikums, unter Betreuung schulansässiger Mentoren, werden zusätzlich drei universitäre Veranstaltungsblöcke angeboten:
 Eine Fachpraktikumsvorbereitungsveranstaltung
 Eine Zwischenevaluationsveranstaltung
 Eine Fachpraktikumsnachbereitungsveranstaltung

Die schriftliche Planung eines konkreten Unterrichtsbesuchs wird kollaborativ im Seminar betrachtet werden – ggf. werden Sie zu dieser konzipierten Stunde von einer universitären Dozentin / einem universitären Dozenten besucht und im Anschluss kollegial beraten.

Diese Veranstaltung ist offen für alle interessierten Englischfachpraktikanten*innen unter der Voraussetzung, dass DidPA erfolgreich absolviert wurde und ein verbindliche Fachpraktikumsplatzzusage vorliegt. Die entsprechenden Termine für die Veranstaltungen werden über StudIP bekannt gegeben

Bemerkung *Registration* – StudIP / *Size restriction* – 15 / *Prerequisites* – DidF / *Further Information*
 –alexander.woltin@engsem.uni-hannover.de

Literatur See course page on StudIP.

Fachpraktikum (2)

 Fachpraktikum, SWS: 2, Max. Teilnehmer: 15
 Kuhrs Woltin, Alexander

Fr wöchentl. 14:00 - 16:00 28.01.2022 - 01.04.2022 1502 - 613

Kommentar Das Lehrgebiet Didaktik des Englischen hat diverse Kooperationsschulen (u.a. IGS Hannover-Mühlenberg, KGS Ronnenberg, KGS Sehnde & IGS Stöcken) und kann Ihnen für ein universitär begleitetes Fachpraktikum Plätze zuweisen. Die Platzvergabe erfolgt auf der Grundlage Ihrer Anmeldung in StudIP, eines eingereichten Motivationsschreibens und den uns zur Verfügung stehenden Fachpraktikumsplätzen.

Das universitär begleitete Fachpraktikum ist ein wesentliches Element Ihrer ersten reflektierenden Praxiserfahrung hin zu einer sich anbahnenden professionellen Unterrichtskompetenz in der output-orientierten Vermittlung der kommunikativen und interkulturellen Fähigkeiten und Fertigkeiten des Englischunterrichts. Das Fachpraktikum ermöglicht Ihnen neben der schulpraktischen Erprobung Ihrer bisher entwickelten Fach- und Methodenkompetenzen auch Einblicke in Ihre pädagogische, soziale und

Selbstkompetenz. Während Ihres Fachpraktikums, unter Betreuung schulansässiger Mentoren, werden zusätzlich drei universitäre Veranstaltungsblöcke angeboten:
 Eine Fachpraktikumsvorbereitungsveranstaltung
 Eine Zwischenevaluationsveranstaltung
 Eine Fachpraktikumsnachbereitungsveranstaltung

Die schriftliche Planung eines konkreten Unterrichtsbesuchs wird kollaborativ im Seminar betrachtet werden – ggf. werden Sie zu dieser konzipierten Stunde von einer universitären Dozentin / einem universitären Dozenten besucht und im Anschluss kollegial beraten.

Diese Veranstaltung ist offen für alle interessierten Englischfachpraktikanten*innen unter der Voraussetzung, dass DidPA erfolgreich absolviert wurde und ein verbindliche Fachpraktikumsplatzzusage vorliegt. Die entsprechenden Termine für die Veranstaltungen werden über StudIP bekannt gegeben

Bemerkung Registration – StudIP / *Size restriction* – 15 / *Prerequisites* – DidF / *Further Information* –alexander.woltin@engsem.uni-hannover.de

Literatur See course page on StudIP.

Intermediate American Literature and Culture (AmerF2/AmerF3)

AmerF2

AmerF2: Survey of North American Literature and Culture

Vorlesung, SWS: 2
 Mayer, Ruth

Di wöchentl. 12:00 - 14:00 19.10.2021 - 29.01.2022 1502 - 003

Kommentar This lecture will provide an introduction to North American literature and culture 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 a 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 *Registration* – Stud.IP 01.09. - 15.10.21 / *Prerequisites* – none / *Further Information* – ruth.mayer@engsem.~

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

AmerF3

Amer F3: Beginning Film Analysis: Superhero Blockbusters

Seminar, SWS: 2, Max. Teilnehmer: 30
 Brinker, Felix

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 609

Kommentar This seminar offers an introduction to the basics of film analysis and interpretation, using superhero blockbuster films from the last four decades as examples. The seminar addresses fundamental elements of film language, basics of film narratology, the role of special effects, and practices of transmedial and serial storytelling as well as the history of blockbuster cinema since the late 1970s and the impact of technological innovations (such as the rise of digital filmmaking technologies since the 1980s, for example). The seminar also addresses the narrative appeals and ideological messages of the superhero genre. To engage with these issues, the seminar considers superhero movies that have played a crucial role in the genre's rise to contemporary prominence, including Richard

Donner's *Superman* (1978), Tim Burton's *Batman* (1989), Sam Raimi's *Spider-Man 2* (2004), and more recent examples.

Bemerkung *Registration* – Stud.IP 01.09. - 30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~
 Literatur All texts will be made available via Stud.IP.

AmerF3: Crime and Conspiracy Fictions

Seminar, SWS: 2, Max. Teilnehmer: 30
 Brinker, Felix

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 709

Kommentar This seminar examines two closely related literary genres in which rational investigators try to make sense of a confusing and dangerous world: detective fiction and conspiracy narratives. Originating in the nineteenth century, detective narratives like Edgar Allan Poe's *The Murders in the Rue Morgue* or Arthur Conan Doyle's Sherlock Holmes stories imagine the modern world as a complex and threatening place whose puzzles can be mastered by the skillful deductions of rational detectives. Conspiracy fiction, by contrast, frames the whole world as a crime scene and playground for sinister hidden forces. While the heroes of classical detective fiction tend to solve their cases, the protagonists of conspiracy narratives usually fail to do so as the conspirators' schemes turn out to be too vast to be defeated—as a result, all investigators can do is continue to investigate and add pieces to a puzzle that can never be finished. Interestingly, a similar logic is also on display in the putatively non-fictional conspiracy narratives that have in recent years returned to the center stage of American politics. In this seminar, we will critically engage with the storytelling logics, ideological underpinnings and appeals of such narratives and try to come to terms with both the reasons for their enduring popularity. We will also examine conspiracy narratives' inadequacy as a belief system that tries to make sense of a complex social world. To do so so, we will read classical detective fiction and more recent examples, discuss theoretical approaches to the crime and conspiracy genre, engage with filmic conspiracy narratives, and consider the parallels to so-called 'conspiracy theories.'

Bemerkung *Registration* – Stud.IP 01.09. - 30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~
 Literatur All texts will be made available via Stud.IP.

AmerF3: Short Stories

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

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 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 contemporary pieces of environmental literature. 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.

Bemerkung *Registration* – Stud.IP 1.09 - 30.09.2021 / *Prerequisites* – none / *Further Information* – anna-lena.oldehus@engsem.~
 Literatur All required readings will be made available on StudIP.

Intermediate British Literature and Culture (BritF2/BritF3)

BritF2

BritF3

BritF3: Practising Literary Criticism: British Literatures and Cultures

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

Di wöchentl. 10:00 - 12:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar This seminar accompanies but does not substitute the BritF2 Survey. Participation in the weekly (online) lecture 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 Aphra Behn's proto-novel *Oroonoko* (1688) and Caryl Churchill's play *Top Girls* (1982). We shall 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 encyclopaedia, dictionaries and scholarly texts.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1; recommended: BritF2 / *Further Information* –hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrlich, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please get hold of Aphra Behn's *Oroonoko* in a well-annotated edition (Oxford World's Classics or Norton Critical Edition) and Caryl Churchill's *Top Girls* (any edition) and read at least Behn's proto-novel prior to class. All other primary and secondary material will be provided on Stud.IP at the beginning of the term.

Masterarbeit

Examenskolloquium

Kolloquium, SWS: 2, Max. Teilnehmer: 20
Mayer, Ruth

Mo wöchentl. 16:00 - 18:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar In this class students who are preparing their bachelor and master's theses in American Studies are welcome to present and discuss ideas, outlines, structures and methodological or theoretical questions.

Further information –ruth.mayer@engsem.~

Bemerkung *Registration* – Stud.IP FüBA, M.Ed etc. 01.09-15.09.2020; MAAS 17.-30.09.2020 / *Prerequisites* – BA: none, MA: none / Further information – ruth.mayer@engsem.~

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

Kolloquium zum Studienabschluss (MEd.)

Kolloquium, Max. Teilnehmer: 20
Blell, Gabriele | Kuhrs Woltin, Alexander

Di wöchentl. 16:00 - 18:00 12.10.2021 - 25.01.2022 1502 - 615

Kommentar	<p>Dieses Kolloquium zum Studienabschluss ist eine unterstützende Begleitung für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Bachelor oder Master). Diese Lehrveranstaltung ist offen konzipiert, sodass individuelle Anliegen, Herausforderungen oder Problematiken in einer multiperspektivischen Diskussionsrunde gemeinsam eruiert werden können. Gleichwohl bleibt die Prämisse gewahrt, dass Ihre Abschlussarbeit eine auf Wissenschaftlichkeit beruhende Eigenleistung sein muss und diese Veranstaltung entsprechend nur kollaborativ beratenden Austausch- und Unterstützungscharakter hat. Die Arbeiten werden zur Aus- und Eingrenzung im Anfangsstadium inhaltlich und methodisch konzeptionell beraten und begleitet. Das Verfassen eines Exposés, eine vorläufige Gliederung sowie eine vom BA-/MA-Kandidat*in erstellte Literaturliste dienen u.a. als Grundlage für ein wechselseitiges Feedback und einer kollegialen Beratung.</p> <p>Zur Anfertigung einer Abschlussarbeit wird zudem empfohlen, das Seminar zu „Empirischen Forschungsmethoden in der Fremdsprachendidaktik“ bei Frau Oldendörp zu besuchen, welches ebenso grundlegende wissenschaftspropädeutische Praxis, fundierte Kenntnisse über Zitierregeln nach MLA Citations und Nutzungsmöglichkeiten von Literaturdatenbanken wiederholt</p>
Bemerkung	<p><i>Registration</i> – StudIP / <i>Size restriction</i> – 20 / <i>Prerequisites</i> – None / <i>Further Information</i> – gabriele.bllell@engsem.uni-hannover.de / alexander.woltin@engsem.uni-hannover.de</p>
Literatur	See course page on StudIP.

Zertifikatsprogramm Lehramt an Gymnasien - Fach Englisch

Foundations Linguistics (LingF1/LingF2)

LingF1

LingF1: Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 80
Paland, Meike

Mo wöchentl. 10:00 - 12:00 18.10.2021 - 24.01.2022 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 fulfils. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II

Bemerkung *Registration* – Stud.IP 1.9.-15.10.2021 / *Prerequisites* – none / *Further Information* – meike.paland@engsem.~

Literatur *Literatur e* – Required Reading: Herbst, Thomas. 2010. *English Linguistics*. Berlin/New York: Walter de Gruyter.

LingF1: Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 80
Jalanesh, Aida

Do wöchentl. 12:00 - 14:00 21.10.2021 - 27.01.2022 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 fulfils. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in

the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II

Bemerkung Registration – Stud.IP 01.09. - 15.10.21 / *Prerequisites* – none / *Further Information* – aida.jalanesh@engsem.~

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

LingF1: Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 35
Jalanesh, Aida

Di wöchentl. 12:00 - 14:00 19.10.2021 - 25.01.2022 1502 - 609

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 fulfils. This course provides a first general introduction to English linguistics. We will initially deal with questions related to the nature of language and then focus on the major areas in the study of linguistics, including phonetics and phonology, contrastive aspects of sound production, morphology and word-formation, phraseology, and traditional syntax. Areas such as semantics, pragmatics, and language variation will be tackled in Introduction to Linguistics II

Bemerkung Registration – Stud.IP 01.09. - 15.10.21 / *Prerequisites* – none / *Further Information* – aida.jalanesh@engsem.~

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

LingF2

LingF2: Introduction to Linguistics II

Vorlesung, SWS: 2
Troitzschel, Yasmin

Di wöchentl. 12:00 - 14:00 19.10.2021 - 25.01.2022 1502 - 113

Kommentar The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it fulfils. This course is a sequel to Introduction to Linguistics I and will cover areas such as semantics and pragmatics, sociolinguistics, varieties of English, and historical linguistics.

Bemerkung *Registration* – Stud.IP 01.09. - 15.10.21/*Prerequisites* – LingF1 / *Further Information* – jalanesh.aida@engsem.~

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

Intermediate Linguistics (LingF3/LingF4)

LingF3

LingF3: Phonetics & Phonology for Bachelor Students

Seminar, SWS: 2
Altendorf, Ulrike

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 003

Kommentar	This course will introduce students to segmental and supra-segmental features of the major reference accents of English, Received Pronunciation (RP) and General American (GA). The theoretical angle will be contrastive, focusing on differences between German and English, on the one hand, and RP and American English, on the other. Students will also develop skills in perceiving, articulating and transcribing vowels, diphthongs and consonants using IPA symbols.
Bemerkung	<i>Registration</i> – Stud.IP 01.09. - 15.09.21 / <i>Prerequisites</i> – none / <i>Further Information</i> – ulrike.altendorf@engsem.~
Literatur	Holger Schmitt (2011). <i>Phonetic Transcription: From first steps to ear transcription</i> . Ernst Schmidt Verlag

LingF4

LingF4, M5: English Dialectology - Online Kompaktseminar

Seminar, SWS: 2
Altendorf, Ulrike

Fr Einzel	09:00 - 18:00	12.11.2021 - 12.11.2021	1502 - 709
Fr Einzel	09:00 - 18:00	17.12.2021 - 17.12.2021	1502 - 709
Kommentar	This course will explore classic, recent and current studies in English Dialectology with a focus on varieties (both accents and dialects) of English in England, in particular London and the South East (Cockney, Estuary English, MLE), the South West, East Anglia and the North of England. The course requires a solid knowledge of phonetics and phonology!		

Bemerkung	<i>Registration</i> – Stud.IP 01.09. - 15.09.21 / <i>Prerequisites</i> – LingF1, LingF2 and Ling F3 (if applicable) / <i>Further Information</i> –ulrike.altendorf@engsem.~
Literatur	Texts will be available in class.

LingF4/M6, M9: Comparing English and German: types, differences and similarities.

Seminar, SWS: 2
Czicza, Dániel

Di wöchentl.	10:00 - 12:00	12.10.2021 - 25.01.2022	1502 - 003
Kommentar	The course deals with the comparative study of language with respect to major similarities and differences between English and German. It gives basic knowledge about contrastive analysis to be understood as an important part of typological study discovering general patterns and limitations of cross-linguistic variation. The course gives insight into how relevant linguistic features can be found and described, with an emphasis on the language pair English and German contrasting them according to a wide variety of properties. Both semantic (functional) and form-related criteria are going to be applied in order to establish comparability. As for the functional aspects, we will focus on semantic dimensions such as temporal relations, possession, modality and aspectuality. In addition to the functional view, we will discuss formal elements and categories such as case, gender and noun phrase.		

Bemerkung	<i>Registration</i> – Stud.IP 01.09. - 30.09.21 / <i>Further information</i> –daniel.czicza@engsem.~
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Literatur

References

Durrell, Martin (2011): *Hammer's German Grammar and Usage*. 5th ed. London: Routledge.

Fischer, Klaus (1997): *German-English verb valency: a contrastive analysis*. Tübingen: Narr.

Fischer, Klaus (2013): *Satzstrukturen im Deutschen und im Englischen: Typologie und Textrealisierung. Konvergenz und Divergenz: Sprachvergleichende Studien zum Deutschen*. Vol. 1. Berlin: Akademie.

Gunkel, Lutz et al. (2017): *Grammatik des Deutschen im europäischen Vergleich: Das Nominal*. 2 Bde. Berlin: de Gruyter.

Hawkins, John A. (1986): *A comparative typology of English and German: Unifying the contrasts*. London: Croom Helm.

König, Ekkehard / Gast, Volker (2018): *Understanding English-German Contrasts*. 4., neu bearb. Aufl. Berlin: Erich Schmidt.

Lang, Ewald / Zifonun, Gisela (Hrsg.) (1995): *Deutsch – typologisch*. Berlin: de Gruyter.

Advanced Linguistics (LingA1/LingA2)

LingA1

LingA1/A2, M7: Advanced Corpus Linguistics and Discourse Analysis - Blockseminar

Seminar, SWS: 2
Hohaus, Pascal

Do Einzel	09:00 - 18:30	07.10.2021 - 07.10.2021	1502 - 703
Fr Einzel	09:00 - 18:30	08.10.2021 - 08.10.2021	1502 - 703
Sa Einzel	09:00 - 16:30	09.10.2021 - 09.10.2021	1502 - 703
Do Einzel	09:00 - 18:30	25.11.2021 - 25.11.2021	
Bemerkung zur Gruppe	ONLINE		

Do Einzel	18:00 - 20:00	09.12.2021 - 09.12.2021	1502 - 703
Kommentar	<p>In this seminar, we are concerned with two major approaches to studying language use: corpus linguistics and discourse linguistics. You will be introduced to their main premises, theoretical assumptions and methodological tools. We will apply their ideas to language in context (such as political language, learner language, and online communication) and will discuss ways of combining these two approaches.</p> <p>The PL consists of a written exam. Two to three weeks before the exam an additional date for practice will be offered.</p>		
Bemerkung	<p>Size restriction – NA / Gasthörer: nein / Prerequisites – LingF1, LingF2 & LingF4 if applicable / Further Information – pascal.hohaus@engsem.~</p>		

LingA1/LingA2; M8/M9: Linguistic Landscapes

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl.	12:00 - 14:00	13.10.2021 - 26.01.2022	1502 - 703
Kommentar	<p>In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.</p>		

This class will include questions of multilingualism, dominance of languages, language policies, identity creation, naming strategies, humour, etc. In our LL analyses, the focus will be on questions such as:

How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs monolingual, bilingual, multilingual and in what ways, i.e. what combinations of languages do occur? Are different languages used for different contents and in different domains? In what forms do signs occur (notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites)? What about the language in terms of normativity: orthography, handwriting conventions, lexicon, morphology, syntax, literacy level, etc.?

This seminar is primarily aimed at advanced university students of language and linguistics. No previous experience with LL studies is required, but participants should have a firm background in linguistics. Thus, participants are expected to have a proper understanding of what linguistic fields such as morphology, syntax, semantics and pragmatics are all about; they should also be able to read basic phonetic transcription and understand phonemic representation.

Bemerkung	<p><i>Registration</i> – Stud.IP 01.09.2021-30.09.2021</p> <p><i>Size restriction</i> – None</p> <p><i>Prerequisites</i> – LingF1-LingF4 (FüBA); M1-M3 (DEL)</p> <p><i>Studiengänge</i> – FüBA, 3. Fach LG, MEd LG, MEd LbS, DEL</p> <p><i>Further information</i> –rainer.schulze@engsem.uni-hannover.de</p>
Literatur	<p>The following textbook will be used in class and is highly recommended for purchase:</p> <p>Schmitt, Holger. 2018. <i>Language in the Public Space. An Introduction to the Linguistic Landscape</i>. ISBN 978-1-9829-2542-0 (independently published).</p> <p>Please make sure that you order your copy of the book asap.</p>

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
 Paland, Meike

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 003

Kommentar This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.-

Literatur All reading material will be provided in class

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
 Paland, Meike

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 113

Kommentar This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact,

prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es. In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.

- Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~
- Literatur All reading material will be provided in class

LingA2

LingA1/A2, M7: Advanced Corpus Linguistics and Discourse Analysis - Blockseminar

Seminar, SWS: 2
Hohaus, Pascal

Do Einzel	09:00 - 18:30	07.10.2021 - 07.10.2021	1502 - 703
Fr Einzel	09:00 - 18:30	08.10.2021 - 08.10.2021	1502 - 703
Sa Einzel	09:00 - 16:30	09.10.2021 - 09.10.2021	1502 - 703
Do Einzel	09:00 - 18:30	25.11.2021 - 25.11.2021	

Bemerkung zur Gruppe ONLINE

Do Einzel	18:00 - 20:00	09.12.2021 - 09.12.2021	1502 - 703
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Kommentar In this seminar, we are concerned with two major approaches to studying language use: corpus linguistics and discourse linguistics. You will be introduced to their main premises, theoretical assumptions and methodological tools. We will apply their ideas to language in context (such as political language, learner language, and online communication) and will discuss ways of combining these two approaches. The PL consists of a written exam. Two to three weeks before the exam an additional date for practice will be offered.

Bemerkung Size restriction – NA / Gasthörer: nein / Prerequisites – LingF1, LingF2 & LingF4 if applicable / Further Information – pascal.hohaus@engsem.~

LingA1/LingA2; M8/M9: Linguistic Landscapes

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl.	12:00 - 14:00	13.10.2021 - 26.01.2022	1502 - 703
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Kommentar In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.

This class will include questions of multilingualism, dominance of languages, language policies, identity creation, naming strategies, humour, etc. In our LL analyses, the focus will be on questions such as:

How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs monolingual, bilingual, multilingual and in what ways, i.e. what combinations of languages do occur? Are different languages used for different contents and in different domains? In what forms do signs occur (notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites)? What about the language in terms of normativity: orthography, handwriting conventions, lexicon, morphology, syntax, literacy level, etc.?

This seminar is primarily aimed at advanced university students of language and linguistics. No previous experience with LL studies is required, but participants should have a firm background in linguistics. Thus, participants are expected to have a proper understanding of what linguistic fields such as morphology, syntax, semantics and pragmatics are all about; they should also be able to read basic phonetic transcription and understand phonemic representation.

Bemerkung	<p><i>Registration</i> – Stud.IP 01.09.2021-30.09.2021</p> <p><i>Size restriction</i> – None</p> <p><i>Prerequisites</i> – LingF1-LingF4 (FüBA); M1-M3 (DEL)</p> <p><i>Studiengänge</i> – FüBA, 3. Fach LG, MEd LG, MEd LbS, DEL</p> <p><i>Further information</i> –rainer.schulze@engsem.uni-hannover.de</p>
Literatur	<p>The following textbook will be used in class and is highly recommended for purchase:</p> <p>Schmitt, Holger. 2018. <i>Language in the Public Space. An Introduction to the Linguistic Landscape</i>. ISBN 978-1-9829-2542-0 (independently published).</p> <p>Please make sure that you order your copy of the book asap.</p>

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 003

Kommentar This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.

+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++

Bemerkung	<p><i>Registration</i> – Stud.IP 1.9.-15.9.2021 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> –meike.paland@engsem.-</p>
Literatur	<p>All reading material will be provided in class</p>

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Di wöchentl. 10:00 - 12:00 12.10.2021 - 27.01.2022 1502 - 609

Kommentar This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic

of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.

Bemerkung	+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++ <i>Registration</i> – Stud.IP 1.9.-15.9.2021 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> – meike.paland@engsem.~
Literatur	All reading material will be provided in class

LinguA³

Seminar, SWS: 2
Altendorf, Ulrike| Becker, Lidia| Diewald, Gabriele

Di wöchentl. 16:00 - 18:00 19.10.2021 - 25.01.2022 1502 - 609

Di wöchentl. 18:00 - 20:00 19.10.2021 - 29.01.2022 1502 - 103

Kommentar LinguA³ - Linguistischer Arbeitskreis

Linguistik ist weitaus mehr als grammatische Analyse... LinguA³ (Linguistischer Arbeitskreis) vermittelt Einblicke in die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsgebiete sowie interdisziplinärer Forschung und beruflicher Praxis. LinguA³ ist ein interdisziplinäres Seminar mit Gastvortragsreihe. Für die Gastvorträge werden in jedem Semester internationale Wissenschaftler/-innen aus der Germanistik, Anglistik und Romanistik eingeladen. Die Vortragsthemen sind bewusst vielseitig gewählt und sollen den Blick „über den Tellerrand“ hin öffnen. Im Wintersemester steht ein thematischer Schwerpunkt zu Sprache und Geschlecht im Deutschen, Englischen und Spanischen auf dem Programm.

Im 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. Die drei Gastvorträge finden ebenfalls am Dienstag, allerdings von 18.00 bis 20.00 Uhr, statt.

Die Gäste, ihre Vortragsthemen und die exakten Termine der Gastvorträge werden zu gegebener Zeit mitgeteilt.

Bemerkung Vortragsreihe LinguA finden nach Ankündigung dienstags von 18-20 Uhr im Raum 103 statt.

Termine werden dann bekanntgegeben.

Foundations Literature and Culture (AmerBritF1)

AmerBritF1

AmerBritF1: Introduction to Literary Studies

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

Mo wöchentl. 14:00 - 16:00 18.10.2021 - 25.01.2022 1502 - 703

Kommentar This course aims to familiarize students with the fundamentals necessary for the study of English and American literatures and cultures. 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 and media (including literature, comics, and film) and periods (from the nineteenth to the twenty-first century).

Bemerkung *Registration* – Stud.IP 01.09. - 15.10.21 / *Prerequisites* – none / *Further Information* – felix.brinker@engsem.~

Literatur 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.

AmerBritF1: Introduction to Literary Studies

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

Mo wöchentl. 12:00 - 14:00 18.10.2021 - 24.01.2022 1502 - 703

Kommentar This course aims to familiarize students with the fundamentals necessary for the study of English and American literatures and cultures. 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 and media (including literature, comics, and film) and periods (from the nineteenth to the twenty-first century).

Bemerkung *Registration* – Stud.IP 01.09. - 15.10.21 / *Prerequisites* – none / *Further Information* – felix.brinker@engsem.~

Literatur The theoretical texts and most of the primary material for this class will be made available on Stud.IP since we do not operate with a dedicated textbook. Please purchase Marjane Satrapi's *Persepolis: The Story of a Childhood* (Pantheon ISBN 978-0375714573 or any other edition you may already have). Avoid Amazon and check out your local bookshops, or buy your books second-hand on platforms (like blackwells.co.uk, for instance).

AmerBritF1: Introduction to Literary Studies

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

Mo wöchentl. 10:00 - 12:00 18.10.2021 - 24.01.2022 1502 - 703

Kommentar This course is a general introduction to Literary Studies and aims at familiarising 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, tools and methods in order to further their skills in description, analysis and interpretation. For illustration and practice, we will draw on representative, mainly British texts from a variety of genres and periods. We will concentrate on codes and conventions, which means paying special attention to the aesthetic shape of the literary texts.

Bemerkung *Registration* – Stud.IP 01.09.-15.10.2021 / *Prerequisites* – none / *Further Information* – janna-lena.neumann@engsem.~

Literatur *Required Reading and Purchase*

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2014 (4. Auflage).

Reader – Copyshop Stork (Körnerstraße 3) from 11.10.2021 and Stud.IP

AmerBritF1: Introduction to Literary Studies

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

Mi wöchentl. 08:00 - 10:00 20.10.2021 - 26.01.2022 1502 - 703

Kommentar This course is a general introduction to Literary Studies and aims at familiarising 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, tools and methods in order to further their skills in description, analysis and interpretation. For illustration and practice, we will draw on representative, mainly

British texts from a variety of genres and periods. We will concentrate on codes and conventions, which means paying special attention to the aesthetic shape of the literary texts.

Bemerkung *Registration* – Stud.IP 01.09.-12.10.2021 / *Prerequisites* – none / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2014 (4. Auflage).

Reader – Copyshop Stork (Körnerstraße 3) from 11.10.2021 and Stud.IP

Intermediate American Literature and Culture (AmerF2/AmerF3)

AmerF2: Survey of North American Literature and Culture

Vorlesung, SWS: 2
Mayer, Ruth

Di wöchentl. 12:00 - 14:00 19.10.2021 - 29.01.2022 1502 - 003

Kommentar This lecture will provide an introduction to North American literature and culture 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 a 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 *Registration* – Stud.IP 01.09. - 15.10.21 / *Prerequisites* – none / *Further Information* – ruth.mayer@engsem.~

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

AmerF2

AmerF2: Survey of North American Literature and Culture

Vorlesung, SWS: 2
Mayer, Ruth

Di wöchentl. 12:00 - 14:00 19.10.2021 - 29.01.2022 1502 - 003

Kommentar This lecture will provide an introduction to North American literature and culture 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 a 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 *Registration* – Stud.IP 01.09. - 15.10.21 / *Prerequisites* – none / *Further Information* – ruth.mayer@engsem.~

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

AmerF3**Amer F3: Beginning Film Analysis: Superhero Blockbusters**

Seminar, SWS: 2, Max. Teilnehmer: 30
Brinker, Felix

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 609

Kommentar This seminar offers an introduction to the basics of film analysis and interpretation, using superhero blockbuster films from the last four decades as examples. The seminar addresses fundamental elements of film language, basics of film narratology, the role of special effects, and practices of transmedial and serial storytelling as well as the history of blockbuster cinema since the late 1970s and the impact of technological innovations (such as the rise of digital filmmaking technologies since the 1980s, for example). The seminar also addresses the narrative appeals and ideological messages of the superhero genre. To engage with these issues, the seminar considers superhero movies that have played a crucial role in the genre's rise to contemporary prominence, including Richard Donner's *Superman* (1978), Tim Burton's *Batman* (1989), Sam Raimi's *Spider-Man 2* (2004), and more recent examples.

Bemerkung *Registration* – Stud.IP 01.09. - 30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur All texts will be made available via Stud.IP.

AmerF3: Crime and Conspiracy Fictions

Seminar, SWS: 2, Max. Teilnehmer: 30
Brinker, Felix

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 709

Kommentar This seminar examines two closely related literary genres in which rational investigators try to make sense of a confusing and dangerous world: detective fiction and conspiracy narratives. Originating in the nineteenth century, detective narratives like Edgar Allan Poe's *The Murders in the Rue Morgue* or Arthur Conan Doyle's Sherlock Holmes stories imagine the modern world as a complex and threatening place whose puzzles can be mastered by the skillful deductions of rational detectives. Conspiracy fiction, by contrast, frames the whole world as a crime scene and playground for sinister hidden forces. While the heroes of classical detective fiction tend to solve their cases, the protagonists of conspiracy narratives usually fail to do so as the conspirators' schemes turn out to be too vast to be defeated—as a result, all investigators can do is continue to investigate and add pieces to a puzzle that can never be finished. Interestingly, a similar logic is also on display in the putatively non-fictional conspiracy narratives that have in recent years returned to the center stage of American politics. In this seminar, we will critically engage with the storytelling logics, ideological underpinnings and appeals of such narratives and try to come to terms with both the reasons for their enduring popularity. We will also examine conspiracy narratives' inadequacy as a belief system that tries to make sense of a complex social world. To do so so, we will read classical detective fiction and more recent examples, discuss theoretical approaches to the crime and conspiracy genre, engage with filmic conspiracy narratives, and consider the parallels to so-called 'conspiracy theories.'

Bemerkung *Registration* – Stud.IP 01.09. - 30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur All texts will be made available via Stud.IP.

AmerF3: Short Stories

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

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 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 contemporary pieces of environmental literature. 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.
Bemerkung	<i>Registration</i> – Stud.IP 1.09 - 30.09.2021 / <i>Prerequisites</i> – none / <i>Further Information</i> – anna-lena.oldehus@engsem.~
Literatur	All required readings will be made available on StudIP.

Intermediate British Literature and Culture (BritF2/BritF3)

BritF2

BritF3

BritF3: Practising Literary Criticism: British Literatures and Cultures

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

Di wöchentl. 10:00 - 12:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar	This seminar accompanies but does not substitute the BritF2 Survey. Participation in the weekly (online) lecture 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 Aphra Behn's proto-novel <i>Oroonoko</i> (1688) and Caryl Churchill's play <i>Top Girls</i> (1982). We shall 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 encyclopaedia, dictionaries and scholarly texts.
Bemerkung	<i>Registration</i> – Stud.IP 01.09.-30.09.2021 / <i>Prerequisites</i> – AmerBritF1; recommended: BritF2 / <i>Further Information</i> –hannah.pardey@engsem.~
Literatur	<i>Required Reading and Purchase</i> Gohrlich, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/ . Please get hold of Aphra Behn's <i>Oroonoko</i> in a well-annotated edition (Oxford World's Classics or Norton Critical Edition) and Caryl Churchill's <i>Top Girls</i> (any edition) and read at least Behn's proto-novel prior to class. All other primary and secondary material will be provided on Stud.IP at the beginning of the term.

Advanced Literature and Culture (AmerA/BritA)

AmerA

AmerA/AA2/AAS4: Post-World-War II American Science Fiction in Literature, Film and Television

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

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar This seminar offers a broad overview on the history of (mostly US-)American science fiction since the Second World War and considers seminal examples in a variety of forms and media. Narratives discussed in this seminar include short stories by Philip K. Dick, Octavia E. Butler's novel *Wild Seed* (1980), Margaret Atwood's *The Handmaid's Tale* (1985), popular science fiction films such as *Forbidden Planet* (1956) and *Blade Runner* (1982, based on Dick's novel *Do Androids Dream of Electric Sheep?*), as well as sci-fi television series such as *Star Trek* (1966-69) or the recent adaptation of Atwood's *Handmaid's Tale* (since 2017). We will also discuss influential theoretical work on the genre and consider the differences between (and shared concerns of) literary sci-fi texts and their screen adaptations.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur Please purchase Margaret Atwood's *The Handmaid's Tale* and Octavia E. Butler's *Wild Seed*. Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 609

Kommentar Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, *Gender Trouble* (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well provide the opportunity for discussion collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the 1619 Project, which also considers performativity in terms of historiography and the US's legacy race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur Please purchase Judith Butler's *Gender Trouble*. Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, *Gender Trouble* (1990). Each course meeting will explore the larger significance of key terms and concepts

represented in that week's reading, as well as provide the opportunity for discussion and collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the *1619 Project*, which also considers performativity in terms of historiography and the US's legacy of race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)

Bemerkung

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur

Please purchase Judith Butler's *Gender Trouble*. Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3: Weak Theories

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 615

Kommentar

In this class on theory, we will read and work with texts that were developed in the field of phenomenology, affect theory, indigenous studies, environmental humanities, and Black feminist studies. Based on ideas developed by Spinoza, Gilles Deleuze, or queer theorist Eve Kosofsky Sedgwick, in recent years the humanities have witnessed a turn towards a critical engagement that questions the traditional opposition of reason and emotion, mind and body, as well as linearities and hierarchies of knowledges.

We will discuss theoretical approaches which formulate a critique around what Benjamin Kahan called a "Weak Theory." We will engage with approaches of reparative reading, felt theory, and the affective turn. As this class wants to show, our ways of thinking and theorizing about the world also translate into practical engagement with our social environment.

Bemerkung

Registration – Stud.IP FÜBA, M.Ed etc. 1.09.-15.09.2021; MAAS 17.09.-30.09.2021 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~

Literatur

Also, we will read Ocean Vuong's *On Earth We're Briefly Gorgeous* (2019). Please purchase a copy of this novel (*NOT* on amazon).

All other texts will be made available on StudIP.

AmerA, AAS1: Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 40
Brasch, Ilka| Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 11.10.2021 - 27.01.2022 1502 - 609

Kommentar

This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant and in which they tend to be challenged. This class will not provide an overview of the different stages of theorization from the past to the present, but rather be concerned with how literary studies 'work,' and how students can engage with and employ theory in their own work. To this end, we will explore different modes of reading and of analysis, such as close reading and reading 'against the grain,' moving from critical inquiry to practical application.

Bemerkung

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature

and Culture, MA: none / Further information – ilka.brasch@engsem.~ or ruth.mayer@engsem.~

Literatur Will be made available on StudIP.

AmerA/AAS2/3/4: Photography and Narrative

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar This class is occasioned by the exhibition *True Pictures? Contemporary Photography from Canada and the United States*, which will take place in the Sprengel Museum in Hannover from November to February. The division of American Studies will host a one-day symposium with talks and discussions about photography and storytelling on January 21 in the Sprengel Museum. This will be a mandatory part of the class, please be sure that you are available at this date and can participate. The class will engage with the exhibition, and thus ask about photography as art, but it will also go beyond this and take into account photography's history as an instrument of documentation, identification, social surveillance and private use. Throughout the semester, we will be concerned with the story-telling capacity of photographs, and thus also look closely at photobooks, literary and filmic representations of photography and other mixed-media approaches.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

Literatur All course texts will be made available on StudIP.

AmerA/AAS2/AAS3/AAS4: Christmas in America: History, Ideology, and Popular Culture

Seminar, SWS: 2, Max. Teilnehmer: 40
Loock, Kathleen

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar In this course, we will trace the history of Christmas in America from colonial days to today and discuss the shifting nature of the holiday in terms of its cultural, religious, political, and economic meanings. Puritans in colonial Massachusetts outlawed Christmas. They rejected the holiday's carnival origins celebrating disorder and the temporary inversion of established (social) hierarchies because it created an occasion for drunkenness and riot. Christmas traditions as we know them (with tinsel trees, filled stockings, Christmas cards, and Santa Claus) only emerged in the mid-nineteenth century when the rambunctious, carnivalesque holiday was reimagined as a family-centered, domestic affair that took place in the home, no longer in the public sphere. Charles Dickens's *A Christmas Carol* (1843) fueled this "invention of tradition" (Eric Hobsbawm) and visual culture (ranging from illustrations in books and magazines, advertisements and Christmas cards to holiday movies) was crucial for the construction of modern Christmas as a holiday that merges materialism and normative family values. The course will provide you with the historical and theoretical background against which we will analyze our primary material consisting of Christmas literature and print media as well as classic Christmas songs and movies.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

Literatur Will be made available on StudIP.

AmerA/AAS2/AAS3, AS: The 1619 Project (and Beyond)

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

Do wöchentl. 14:00 - 16:00 21.10.2021 - 27.01.2022 1502 - 703

Kommentar In August 2019, the *New York Times Magazine* launched the *1619 Project*, a special issue of the magazine that contains essays, poems, and fiction that re-read United States

history through the lens of slavery. The project was accompanied by news articles, live events, and a podcast, expanding beyond the confines of a magazine issue. Particularly because of its revisionist historiography and political appeal, the project received both praise and criticism, sparking debates about the impact of slavery, the practice and function of history, and more. In this class, we will engage closely with the material the *1619 Project* has to offer and study the multiple affirmatory and critical responses it garnered. We will additionally contextualize the project by engaging with literature that reflects on the history of slavery, particularly Colson Whitehead's 2016 novel *The Underground Railroad*. The class will conclude with a longer session at the Hannover Kunstverein on February 7th, where we will visit an exhibit by, as well as meet with, the artist Kameelah Janan Rasheed. Her work engages with questions of both race and gender, and we will cooperate with Abby Fagan's class for this event. Please note that the course dates are slightly different in order to make the February event with Rasheed possible.

Dates: 21.10.2021 – 16.12.2021, 13.01.2022 - 27.01.2022, and Monday, 07.02.2022 (all day)

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Literatur During the semester, you will be asked to buy a copy of Whitehead's *The Underground Railroad*.

BritA

BritA, AAS1: Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers as well as bachelor's and master's theses.

As a preparation for each class you are asked to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as the descriptive chapter by Peter Barry. Relying on the analytical categories from the Introduction to Literary Studies (AmerBritF1) and the historical knowledge from the BritF2 Survey Lecture we will apply the theories to Charlotte Brontë's novel *Jane Eyre* (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text. The non-graded course work will be a short excerpt covering one chapter of Barry's *Beginning Theory*.

Bemerkung *Reader* – Copyshop Stork (Körnerstraße 3) from 11.10.2021 and Stud.IP / *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Barry, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. 4th ed. Manchester University Press, 2017.

Brontë, Charlotte. *Jane Eyre*. Norton, 2001 or 2016. Instead of the Norton editions, you may use the Oxford World's Classics or the Penguin Classics editions (complete with introduction and notes).

Please buy your own copies of Brontë's novel and of Peter Barry's *Beginning Theory*. The theoretical texts covered in the seminar will be available free of charge in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP.

Please read Charlotte Brontë's novel during term break, i.e. before the course begins.

BritA, AAS2, AAS3, AAS5, AS: British and Postcolonial Studies

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

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis. Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British and British-Caribbean literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we may discuss as well.

We will use the novel to practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Please study the "Guidelines and Reading Material. British and Postcolonial Studies" (see below) prior to class. For your revision of British and Postcolonial literary history, theories and methods I recommend Martin Middeke et al. (eds.) *English and American Studies. Theory and Practice*. J.B. Metzler, 2012 (available free of charge via Springer).

Bemerkung *Registration* – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Andrea Levy. *The Long Song* (2010)

BritA, AAS2, AAS3, AAS5, AS: Greening the Library: Ecocritical Approaches to Literature and Film

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

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar Over the last twenty-five years, ecocriticism has become a central theory in literary and cultural studies. Subscribing to the idea that environment matters and does not merely serve as the 'background' of a story, ecocriticism explores the ways in which relationships between human beings, culture and nature are constructed. Informed by an avowedly political agenda, this seminar goes beyond a 'green' moral of sustainability and

ties literary analysis to issues of power, (in)equality, class, race, gender, economy and consumerism. Probing the rich variety of 'earth-centred' approaches, we will begin with Shakespeare's comedy *As You Like It* (1623) to discuss what functions the setting in the fictional forest of Arden has for the play. Continuing to explore the political dimensions of the pastoral, we shall analyse Romantic poetry by William Wordsworth and John Clare before we move on to study Australian constructions of wilderness in Julia Leigh's novel *The Hunter* (1999). We shall then turn to representations of the seascape as metaphors for the 'middle passage' in Fred D'Aguiar's novel *Feeding the Ghosts* (1997) and Derek Walcott's poem "The Sea Is History" (1979). To close the seminar, we will discuss Caryl Churchill's dystopian drama *Far Away* (2000).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* -hannah.pardey@engsem.-

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase William Shakespeare's *As You Like It* (well-annotated edition), Julia Leigh's *The Hunter*, Fred D'Aguiar's *Feeding the Ghosts* and Caryl Churchill's *Far Away* and read at least Shakespeare's play prior to class. All other primary and secondary material will be provided on Stud.IP at the beginning of the term.

BritA, AAS2, AAS3: Contemporary British Drama

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar This course will familiarise students with contemporary developments, playwrights and genres in 21st-century British drama. Following a chronological order, we will begin with Caryl Churchill's short dystopian *Far Away* (2000), a play that the *Guardian* describes as unsettled and "a masterclass of tension". Subsequently, we will investigate Laura Wade's *Posh*, a play that portrays a group of Oxford students that are part of a fictionalised version of the Bullingdon Club. Afterwards, we will turn to Alan Bennett's *People* (2012), a play that features a South Yorkshire country house, its upper-class owners, and their attempts to manoeuvre Britain's heritage industry. Finally, we will read Maureen Lennon's *Us Against Whatever*, a karaoke cabaret that follows the experiences of the two female protagonists within Britain's precarious political climate in the run-up to the 2016 referendum.

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 that is predominantly based on the categories class and gender in order to investigate recent developments and themes in contemporary British drama.

Bemerkung *Registration* – 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –janna-lena.neumann@engsem.-

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Caryl Churchill: *Far Away* (2000)

Laura Wade: *Posh* (2010)

Alan Bennett: *People* (2012)

Maureen Lennon: *Us Against Whatever* (2019)

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

BritA, AAS2, AAS3: Restoration Theatre - Culture of Display and Disguise

Seminar, SWS: 2, Max. Teilnehmer: 40
Ippendorf, Elena

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar

With the restoration of the monarchy and Charles II's ascendancy to the English throne in 1660, the institution of the theatre was restored as well. After an 18-year gap in theatrical production during the Interregnum, some customs were renegotiated. The first English actresses appeared on stage and boy-actors, young men trained to play female roles, became obsolete and were eventually banned.

In this course, we will be examining this turbulent and innovative period in English theatre history. We will chart the changes in comedy, the genre Restoration drama is best known for today, throughout the period, as well as look at Shakespearean adaptation and tragedy.

Beyond practising a close reading of this range of plays, a particular focus of this course will be exploring their political as well as material production contexts.

How were the theatre companies organised? Who were the first English actresses and how did their appearance change theatrical conventions? How did the performance spaces influence the productions? Who was in the audience? In what ways were notions of gender identity negotiated in performance both onstage as well as off? How did the series of political crisis of the time influence theatrical production? And, last but not least, how can Restoration drama be staged today? Pandemic permitting, we will be exploring answers to that last question performatively.

Bemerkung

Registration – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –elena.ippendorf@engsem.~

Literatur

Required Reading and Purchase

Gohrlich, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase your own copies of the plays *The Country Wife* by William Wycherley (1675), *The Rover* by Aphra Behn (1677), *All for Love* by John Dryden (1677) and *Love's Last Shift* by Colley Cibber (1696) [all of which can be found for instance in Womersley, David. *Restoration Drama: An Anthology* (2000)]. All other texts will be made available on Stud.IP.

During term break please read up on the historical context of the restoration of the monarchy in 1660 as well as the basic principles of analysis of drama (see recommendations).

Recommended Reading

Fuchs, Elinor. "EF's Visit to a Small Planet: Some Questions to Ask a Play." (2004)

Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2014 (4. Auflage)

BritA, AAS2, AAS5, AS: South Africa: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar In this seminar, we will read fictional and historiographic texts about South Africa before and after the transition from the white minority rule of the apartheid system to a democratic society signaled by the first democratic elections of 1994. We will begin with Sindiwe Magona's *Mother to Mother* (1998) about post-apartheid violence, an issue which also features in *Disgrace* (1999), a novel by J.M. Coetzee, who won the Nobel Prize for Literature in 2003. To conclude, we will read Phaswanes Mpe's thematically disturbing and aesthetically challenging novel *Welcome to Our Hillbrow* (2001) about inner-city problems, migration and HIV/AIDS. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race, ethnicity and class as well as on the narrative strategies and tropes employed by the texts practicing the analytical terms from the Introduction to Literary Studies (AmerBritF1).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Clark, N. and W.H. Worger. *South Africa. The Rise and Fall of Apartheid* (2011)

Coetzee, J.M. *Disgrace* (1999)

Magona, Sindiwe. *Mother to Mother* (1998)

Mpe, Phaswane. *Welcome to our Hillbrow* (2001)

Please buy and bring your own copies of the novels by Coetzee, Magona and Mpe. Read all three of them during term break and familiarise yourself with South African and British colonial history. The chapters from the historiographic texts will be made available on Stud.IP.

Recommended Reading

Dalziel, Nigel. *The Penguin Historical Atlas of the British Empire* (2006)

Thompson, Leonard. *A History of South Africa* (4th ed. 2014)

Focus Module (AmerA/BritA/LingA1/LingA2)

AmerA

AmerA/AA2/AAS4: Post-World-War II American Science Fiction in Literature, Film and Television

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

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar	This seminar offers a broad overview on the history of (mostly US-)American science fiction since the Second World War and considers seminal examples in a variety of forms and media. Narratives discussed in this seminar include short stories by Philip K. Dick, Octavia E. Butler's novel <i>Wild Seed</i> (1980), Margaret Atwood's <i>The Handmaid's Tale</i> (1985), popular science fiction films such as <i>Forbidden Planet</i> (1956) and <i>Blade Runner</i> (1982, based on Dick's novel <i>Do Androids Dream of Electric Sheep?</i>), as well as sci-fi television series such as <i>Star Trek</i> (1966-69) or the recent adaptation of Atwood's <i>Handmaid's Tale</i> (since 2017). We will also discuss influential theoretical work on the genre and consider the differences between (and shared concerns of) literary sci-fi texts and their screen adaptations.
Bemerkung	<i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / <i>Prerequisites</i> – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~
Literatur	Please purchase Margaret Atwood's <i>The Handmaid's Tale</i> and Octavia E. Butler's <i>Wild Seed</i> . Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 609

Kommentar	Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, <i>Gender Trouble</i> (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well as provide the opportunity for discussion collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the 1619 Project, which also considers performativity in terms of historiography and the US's legacy race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed. Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)
Bemerkung	<i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / <i>Prerequisites</i> – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~
Literatur	Please purchase Judith Butler's <i>Gender Trouble</i> . Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar	Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, <i>Gender Trouble</i> (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well as provide the opportunity for discussion and collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on
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performativity. We will collaborate with Ilka Brasch's course on the *1619 Project*, which also considers performativity in terms of historiography and the US's legacy of race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)

Bemerkung

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur

Please purchase Judith Butler's *Gender Trouble*. Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3: Weak Theories

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 615

Kommentar

In this class on theory, we will read and work with texts that were developed in the field of phenomenology, affect theory, indigenous studies, environmental humanities, and Black feminist studies. Based on ideas developed by Spinoza, Gilles Deleuze, or queer theorist Eve Kosofsky Sedgwick, in recent years the humanities have witnessed a turn towards a critical engagement that questions the traditional opposition of reason and emotion, mind and body, as well as linearities and hierarchies of knowledges.

We will discuss theoretical approaches which formulate a critique around what Benjamin Kahan called a "Weak Theory." We will engage with approaches of reparative reading, felt theory, and the affective turn. As this class wants to show, our ways of thinking and theorizing about the world also translate into practical engagement with our social environment.

Bemerkung

Registration – Stud.IP FÜBA, M.Ed etc. 1.09.-15.09.2021; MAAS 17.09.-30.09.2021 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~

Literatur

Also, we will read Ocean Vuong's *On Earth We're Briefly Gorgeous* (2019). Please purchase a copy of this novel (*NOT* on amazon).

All other texts will be made available on StudIP.

AmerA, AAS1: Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 40
Brasch, Ilka| Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 11.10.2021 - 27.01.2022 1502 - 609

Kommentar

This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant and in which they tend to be challenged. This class will not provide an overview of the different stages of theorization from the past to the present, but rather be concerned with how literary studies 'work,' and how students can engage with and employ theory in their own work. To this end, we will explore different modes of reading and of analysis, such as close reading and reading 'against the grain,' moving from critical inquiry to practical application.

Bemerkung

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~ or ruth.mayer@engsem.~

Literatur

Will be made available on StudIP.

AmerA/AAS2/3/4: Photography and Narrative

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 609

- Kommentar** This class is occasioned by the exhibition *True Pictures? Contemporary Photography from Canada and the United States*, which will take place in the Sprengel Museum in Hannover from November to February. The division of American Studies will host a one-day symposium with talks and discussions about photography and storytelling on January 21 in the Sprengel Museum. This will be a mandatory part of the class, please be sure that you are available at this date and can participate. The class will engage with the exhibition, and thus ask about photography as art, but it will also go beyond this and take into account photography's history as an instrument of documentation, identification, social surveillance and private use. Throughout the semester, we will be concerned with the story-telling capacity of photographs, and thus also look closely at photobooks, literary and filmic representations of photography and other mixed-media approaches.
- Bemerkung** *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~
- Literatur** All course texts will be made available on Stud.IP.

AmerA/AAS2/AAS3/AAS4: Christmas in America: History, Ideology, and Popular Culture

Seminar, SWS: 2, Max. Teilnehmer: 40
Loock, Kathleen

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 609

- Kommentar** In this course, we will trace the history of Christmas in America from colonial days to today and discuss the shifting nature of the holiday in terms of its cultural, religious, political, and economic meanings. Puritans in colonial Massachusetts outlawed Christmas. They rejected the holiday's carnival origins celebrating disorder and the temporary inversion of established (social) hierarchies because it created an occasion for drunkenness and riot. Christmas traditions as we know them (with tinsel trees, filled stockings, Christmas cards, and Santa Claus) only emerged in the mid-nineteenth century when the rambunctious, carnivalesque holiday was reimagined as a family-centered, domestic affair that took place in the home, no longer in the public sphere. Charles Dickens's *A Christmas Carol* (1843) fueled this "invention of tradition" (Eric Hobsbawm) and visual culture (ranging from illustrations in books and magazines, advertisements and Christmas cards to holiday movies) was crucial for the construction of modern Christmas as a holiday that merges materialism and normative family values. The course will provide you with the historical and theoretical background against which we will analyze our primary material consisting of Christmas literature and print media as well as classic Christmas songs and movies.
- Bemerkung** *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~
- Literatur** Will be made available on StudIP.

AmerA/AAS2/AAS3, AS: The 1619 Project (and Beyond)

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

Do wöchentl. 14:00 - 16:00 21.10.2021 - 27.01.2022 1502 - 703

- Kommentar** In August 2019, the *New York Times Magazine* launched the *1619 Project*, a special issue of the magazine that contains essays, poems, and fiction that re-read United States history through the lens of slavery. The project was accompanied by news articles, live events, and a podcast, expanding beyond the confines of a magazine issue. Particularly because of its revisionist historiography and political appeal, the project received both praise and criticism, sparking debates about the impact of slavery, the practice and

function of history, and more. In this class, we will engage closely with the material the *1619 Project* has to offer and study the multiple affirmatory and critical responses it garnered. We will additionally contextualize the project by engaging with literature that reflects on the history of slavery, particularly Colson Whitehead's 2016 novel *The Underground Railroad*. The class will conclude with a longer session at the Hannover Kunstverein on February 7th, where we will visit an exhibit by, as well as meet with, the artist Kameelah Janan Rasheed. Her work engages with questions of both race and gender, and we will cooperate with Abby Fagan's class for this event. Please note that the course dates are slightly different in order to make the February event with Rasheed possible.

Dates: 21.10.2021 – 16.12.2021, 13.01.2022 - 27.01.2022, and Monday, 07.02.2022 (all day)

Bemerkung	<i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / <i>Prerequisites</i> – BA: Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~
Literatur	During the semester, you will be asked to buy a copy of Whitehead's <i>The Underground Railroad</i> .

BritA

BritA, AAS1: Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar	<p>This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers as well as bachelor's and master's theses.</p> <p>As a preparation for each class you are asked to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as the descriptive chapter by Peter Barry. Relying on the analytical categories from the Introduction to Literary Studies (AmerBritF1) and the historical knowledge from the BritF2 Survey Lecture we will apply the theories to Charlotte Brontë's novel <i>Jane Eyre</i> (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text. The non-graded course work will be a short excerpt covering one chapter of Barry's <i>Beginning Theory</i>.</p>
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Bemerkung	<i>Reader</i> – Copyshop Stork (Körnerstraße 3) from 11.10.2021 and Stud.IP / <i>Registration</i> – Stud.IP 01.09.-30.09.2021 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Further Information</i> –jana.gohrisch@engsem.~
Literatur	<i>Required Reading and Purchase</i>

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Barry, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. 4th ed. Manchester University Press, 2017.

Brontë, Charlotte. *Jane Eyre*. Norton, 2001 or 2016. Instead of the Norton editions, you may use the Oxford World's Classics or the Penguin Classics editions (complete with introduction and notes).

Please buy your own copies of Brontë's novel and of Peter Barry's *Beginning Theory*. The theoretical texts covered in the seminar will be available free of charge in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP.

Please read Charlotte Brontë's novel during term break, i.e. before the course begins.

BritA, AAS2, AAS3, AAS5, AS: British and Postcolonial Studies

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

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis. Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British and British-Caribbean literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we may discuss as well.

We will use the novel to practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Please study the "Guidelines and Reading Material. British and Postcolonial Studies" (see below) prior to class. For your revision of British and Postcolonial literary history, theories and methods I recommend Martin Middeke et al. (eds.) *English and American Studies. Theory and Practice*. J.B. Metzler, 2012 (available free of charge via Springer).

Bemerkung *Registration* – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Andrea Levy. *The Long Song* (2010)

BritA, AAS2, AAS3, AAS5, AS: Greening the Library: Ecocritical Approaches to Literature and Film

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

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar Over the last twenty-five years, ecocriticism has become a central theory in literary and cultural studies. Subscribing to the idea that environment matters and does not merely serve as the 'background' of a story, ecocriticism explores the ways in which relationships between human beings, culture and nature are constructed. Informed by an avowedly political agenda, this seminar goes beyond a 'green' moral of sustainability and ties literary analysis to issues of power, (in)equality, class, race, gender, economy and consumerism. Probing the rich variety of 'earth-centred' approaches, we will begin with Shakespeare's comedy *As You Like It* (1623) to discuss what functions the setting in the fictional forest of Arden has for the play. Continuing to explore the political dimensions of

the pastoral, we shall analyse Romantic poetry by William Wordsworth and John Clare before we move on to study Australian constructions of wilderness in Julia Leigh's novel *The Hunter* (1999). We shall then turn to representations of the seascape as metaphors for the 'middle passage' in Fred D'Aguiar's novel *Feeding the Ghosts* (1997) and Derek Walcott's poem "The Sea Is History" (1979). To close the seminar, we will discuss Caryl Churchill's dystopian drama *Far Away* (2000).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* -hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase William Shakespeare's *As You Like It* (well-annotated edition), Julia Leigh's *The Hunter*, Fred D'Aguiar's *Feeding the Ghosts* and Caryl Churchill's *Far Away* and read at least Shakespeare's play prior to class. All other primary and secondary material will be provided on Stud.IP at the beginning of the term.

BritA, AAS2, AAS3: Contemporary British Drama

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar This course will familiarise students with contemporary developments, playwrights and genres in 21st-century British drama. Following a chronological order, we will begin with Caryl Churchill's short dystopian *Far Away* (2000), a play that the *Guardian* describes as unsettled and "a masterclass of tension". Subsequently, we will investigate Laura Wade's *Posh*, a play that portrays a group of Oxford students that are part of a fictionalised version of the Bullingdon Club. Afterwards, we will turn to Alan Bennett's *People* (2012), a play that features a South Yorkshire country house, its upper-class owners, and their attempts to manoeuvre Britain's heritage industry. Finally, we will read Maureen Lennon's *Us Against Whatever*, a karaoke cabaret that follows the experiences of the two female protagonists within Britain's precarious political climate in the run-up to the 2016 referendum.

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 that is predominantly based on the categories class and gender in order to investigate recent developments and themes in contemporary British drama.

Bemerkung *Registration* – 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –janna-lena.neumann@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Caryl Churchill: *Far Away* (2000)

Laura Wade: *Posh* (2010)

Alan Bennett: *People* (2012)

Maureen Lennon: *Us Against Whatever* (2019)

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

BritA, AAS2, AAS3: Restoration Theatre - Culture of Display and Disguise

Seminar, SWS: 2, Max. Teilnehmer: 40
Ippendorf, Elena

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar With the restoration of the monarchy and Charles II's ascendancy to the English throne in 1660, the institution of the theatre was restored as well. After an 18-year gap in theatrical production during the Interregnum, some customs were renegotiated. The first English actresses appeared on stage and boy-actors, young men trained to play female roles, became obsolete and were eventually banned.

In this course, we will be examining this turbulent and innovative period in English theatre history. We will chart the changes in comedy, the genre Restoration drama is best known for today, throughout the period, as well as look at Shakespearean adaptation and tragedy.

Beyond practising a close reading of this range of plays, a particular focus of this course will be exploring their political as well as material production contexts.

How were the theatre companies organised? Who were the first English actresses and how did their appearance change theatrical conventions? How did the performance spaces influence the productions? Who was in the audience? In what ways were notions of gender identity negotiated in performance both onstage as well as off? How did the series of political crisis of the time influence theatrical production? And, last but not least, how can Restoration drama be staged today? Pandemic permitting, we will be exploring answers to that last question performatively.

Bemerkung *Registration* – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Further Information* –elena.ippendorf@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase your own copies of the plays *The Country Wife* by William Wycherley (1675), *The Rover* by Aphra Behn (1677), *All for Love* by John Dryden (1677) and *Love's Last Shift* by Colley Cibber (1696) [all of which can be found for instance in Womersley, David. *Restoration Drama: An Anthology* (2000)]. All other texts will be made available on Stud.IP.

During term break please read up on the historical context of the restoration of the monarchy in 1660 as well as the basic principles of analysis of drama (see recommendations).

Recommended Reading

Fuchs, Elinor. "EF's Visit to a Small Planet: Some Questions to Ask a Play." (2004)

Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2014 (4. Auflage)

BritA, AAS2, AAS5, AS: South Africa: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar In this seminar, we will read fictional and historiographic texts about South Africa before and after the transition from the white minority rule of the apartheid system to a democratic society signaled by the first democratic elections of 1994. We will begin with Sindiwe Magona's *Mother to Mother* (1998) about post-apartheid violence, an issue which also features in *Disgrace* (1999), a novel by J.M. Coetzee, who won the Nobel Prize for Literature in 2003. To conclude, we will read Phaswanes Mpe's thematically disturbing and aesthetically challenging novel *Welcome to Our Hillbrow* (2001) about inner-city problems, migration and HIV/AIDS. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race, ethnicity and class as well as on the narrative strategies and tropes employed by the texts practicing the analytical terms from the Introduction to Literary Studies (AmerBritF1).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Clark, N. and W.H. Worger. *South Africa. The Rise and Fall of Apartheid* (2011)

Coetzee, J.M. *Disgrace* (1999)

Magona, Sindiwe. *Mother to Mother* (1998)

Mpe, Phaswane. *Welcome to our Hillbrow* (2001)

Please buy and bring your own copies of the novels by Coetzee, Magona and Mpe. Read all three of them during term break and familiarise yourself with South African and British colonial history. The chapters from the historiographic texts will be made available on Stud.IP.

Recommended Reading

Dalziel, Nigel. *The Penguin Historical Atlas of the British Empire* (2006)

Thompson, Leonard. *A History of South Africa* (4th ed. 2014)

LingA1**LingA1/A2, M7: Advanced Corpus Linguistics and Discourse Analysis - Blockseminar**

Seminar, SWS: 2
Hohaus, Pascal

Do Einzel 09:00 - 18:30 07.10.2021 - 07.10.2021 1502 - 703

Fr Einzel 09:00 - 18:30 08.10.2021 - 08.10.2021 1502 - 703

Sa Einzel 09:00 - 16:30 09.10.2021 - 09.10.2021 1502 - 703

Do Einzel 09:00 - 18:30 25.11.2021 - 25.11.2021

Bemerkung zur Gruppe ONLINE

Do Einzel 18:00 - 20:00 09.12.2021 - 09.12.2021 1502 - 703

Kommentar	In this seminar, we are concerned with two major approaches to studying language use: corpus linguistics and discourse linguistics. You will be introduced to their main premises, theoretical assumptions and methodological tools. We will apply their ideas to language in context (such as political language, learner language, and online communication) and will discuss ways of combining these two approaches. The PL consists of a written exam. Two to three weeks before the exam an additional date for practice will be offered.
Bemerkung	Size restriction – NA / Gasthörer: nein / Prerequisites – LingF1, LingF2 & LingF4 if applicable / Further Information – pascal.hohaus@engsem.~

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 003

Kommentar	This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.
Bemerkung	<i>Registration</i> – Stud.IP 1.9.-15.9.2021 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> –meike.paland@engsem.~
Literatur	All reading material will be provided in class

LingA1, M5, M9: Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 113

Kommentar	This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.
Bemerkung	<i>Registration</i> – Stud.IP 1.9.-15.9.2021 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> –meike.paland@engsem.~
Literatur	All reading material will be provided in class

LingA2

LingA1/A2, M7: Advanced Corpus Linguistics and Discourse Analysis - Blockseminar

Seminar, SWS: 2
Hohaus, Pascal

Do Einzel	09:00 - 18:30	07.10.2021 - 07.10.2021	1502 - 703
Fr Einzel	09:00 - 18:30	08.10.2021 - 08.10.2021	1502 - 703
Sa Einzel	09:00 - 16:30	09.10.2021 - 09.10.2021	1502 - 703
Do Einzel	09:00 - 18:30	25.11.2021 - 25.11.2021	
Bemerkung zur Gruppe	ONLINE		

Do Einzel 18:00 - 20:00 09.12.2021 - 09.12.2021 1502 - 703

Kommentar	In this seminar, we are concerned with two major approaches to studying language use: corpus linguistics and discourse linguistics. You will be introduced to their main premises, theoretical assumptions and methodological tools. We will apply their ideas to language in
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context (such as political language, learner language, and online communication) and will discuss ways of combining these two approaches.

The PL consists of a written exam. Two to three weeks before the exam an additional date for practice will be offered.

Bemerkung Size restriction – NA / Gasthörer: nein / Prerequisites – LingF1, LingF2 & LingF4 if applicable / Further Information – pascal.hohaus@engsem.~

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 003

Kommentar This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.

+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

LingA2, M7; M9: Language and Gender

Seminar, SWS: 2, Max. Teilnehmer: 35
Paland, Meike

Di wöchentl. 10:00 - 12:00 12.10.2021 - 27.01.2022 1502 - 609

Kommentar This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.

+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++

Bemerkung *Registration* – Stud.IP 1.9.-15.9.2021 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

Lingua³

Seminar, SWS: 2
Altendorf, Ulrike| Becker, Lidia| Diewald, Gabriele

Di wöchentl. 16:00 - 18:00 19.10.2021 - 25.01.2022 1502 - 609

Di wöchentl. 18:00 - 20:00 19.10.2021 - 29.01.2022 1502 - 103

Kommentar	<p>LinguA³ - Linguistischer Arbeitskreis</p> <p>Linguistik ist weitaus mehr als grammatische Analyse... LinguA³ (Linguistischer Arbeitskreis) vermittelt Einblicke in die ganze Bandbreite linguistischer Beschreibung, linguistischer Anwendungsgebiete sowie interdisziplinärer Forschung und beruflicher Praxis. LinguA³ ist ein interdisziplinäres Seminar mit Gastvortragsreihe. Für die Gastvorträge werden in jedem Semester internationale Wissenschaftler/-innen aus der Germanistik, Anglistik und Romanistik eingeladen. Die Vortragsthemen sind bewusst vielseitig gewählt und sollen den Blick „über den Tellerrand“ hin öffnen. Im Wintersemester steht ein thematischer Schwerpunkt zu Sprache und Geschlecht im Deutschen, Englischen und Spanischen auf dem Programm.</p> <p>Im 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. Die drei Gastvorträge finden ebenfalls am Dienstag, allerdings von 18.00 bis 20.00 Uhr, statt.</p> <p>Die Gäste, ihre Vortragsthemen und die exakten Termine der Gastvorträge werden zu gegebener Zeit mitgeteilt.</p>
Bemerkung	<p>Vortragsreihe LinguA finden nach Ankündigung dienstags von 18-20 Uhr im Raum 103 statt.</p> <p>Termine werden dann bekanntgegeben.</p>

Foundations Language Practice (SP1/SP2)

SP1

SP1: Onlineveranstaltung - Vocabulary and Pronunciation Group 4

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

Di wöchentl. 14:00 - 16:00 19.10.2021 - 25.01.2022 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 01.09.21-22.10.21 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP1: Vocabulary and Pronunciation Group 1 - Präsenzseminar

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

Mo wöchentl. 10:00 - 12:00 18.10.2021 - 24.01.2022 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 01.09.21-22.10.21 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP1: Vocabulary and Pronunciation Group 2 - Präsenzseminar

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

Mo wöchentl. 12:00 - 14:00 18.10.2021 - 24.01.2022 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 01.09.21-22.10.21 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP1: Vocabulary and Pronunciation Group 3 - Präsenzseminar

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

Di wöchentl. 10:00 - 12:00 19.10.2021 - 25.01.2022 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 01.09.21-22.10.21 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP1: Vocabulary and Pronunciation Group 5 - Präsenzseminar

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

Mi wöchentl. 12:00 - 14:00 20.10.2021 - 26.01.2022 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 01.09.21-22.10.21 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP1: Vocabulary and Pronunciation Group 6 - Präsenzseminar

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

Fr wöchentl. 10:00 - 12:00 22.10.2021 - 28.01.2022 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 01.09.21-22.10.21 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP1: Vocabulary and Pronunciation Group 7 - Präsenzseminar

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

Fr wöchentl. 12:00 - 14:00 22.10.2021 - 28.01.2022 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 01.09.21-22.10.21 / *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
Schneller, Jill

Di wöchentl. 08:00 - 10:00 12.10.2021 - 25.01.2022 1502 - 609

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 01.09.21-15.09.21 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.~

SP3: Composition Group 2

Sprachpraxis/Sprachpraktische Übung, SWS: 2, Max. Teilnehmer: 20
Schneller, Jill

Do wöchentl. 08:00 - 10:00 14.10.2021 - 27.01.2022 1502 - 609

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 01.09.21-15.09.21 / *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
Wright, Linda Elsie

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 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 *Registration* – StudIP 01.09.21-15.09.21 / *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
Wright, Linda Elsie

Do wöchentl. 14:00 - 16:00 14.10.2021 - 27.01.2022 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 *Registration* – StudIP 01.09.21-15.09.21 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.~

SP3: Composition Group 5

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

Mi wöchentl. 14:00 - 16:00 13.10.2021 - 26.01.2022 1502 - 703

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

Bemerkung *Registration* – StudIP 01.09.21-15.09.21 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.~

SP4

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
Kuhrs Woltin, Alexander

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 615

Kommentar	<p>This introductory methodology course is obligatory for all student teachers and we recommend participation in the 3rd or 4th semester. This course is designed to initiate a transition from a former pupil to a future teacher perspective regarding the teaching and learning of English as a foreign language (EFL). It thus will provide student teachers with an overview on fundamental theoretical, empirical as well as pedagogical areas that are involved in the process of teaching and learning EFL. Specifically, the course will cover: European and national language learning policies, second language learning theories, from methods to principles of teaching EFL intercultural communicative competence, receptive, productive, and mediation skills teaching grammar and vocabulary teaching literature digitalization and modern media.</p> <p>We will also address the issue of heterogeneity in the EFL classroom by outlining means of internal differentiation and the educational mandate of inclusion. The promotion of (foreign) language learning as individual and collaborative achievement, developing learner- and learning-centred teaching, and supporting task-based learning will be focused on as particularly relevant issues for today's teaching of EFL. The main topics will be introduced, and they will be consolidated and deepened against the background of relevant research and examples of good classroom practices.</p> <p>The course is based on Grimm, N. Meyer M. und Volkmann, L. Teaching English. Narr, 2015. Purchasing this textbook is highly recommended.</p> <p>An optional tutorial will be offered.</p> <p>To receive course credit (<i>Studienleistung</i>) you will have to pass two out of four online quizzes and collaboratively work on a case study in groups. The final examination (<i>Prüfungsleistung</i>) will be a written exam.</p>
Bemerkung	<p><i>Registration</i> – StudIP 01.09. - 15.10.21 / <i>Size restriction</i> – 30 / <i>Prerequisites</i> – none / <i>Further Information</i> – alexander.kuhrs.woltin@engsem.uni-hannover.de</p>
Literatur	<p><i>Obligatory Reading:</i> Grimm N. Meyer M. und Volkmann, L. Teaching English. Narr, 2015. Additional texts will be posted on StudIP.</p>

DidF1: Introduction to Teaching English as a Foreign Language

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

Do wöchentl. 08:00 - 10:00 14.10.2021 - 27.01.2022 1502 - 615

Kommentar	<p>This introductory methodology course is obligatory for all student teachers and we recommend participation in the 3rd or 4th semester. This course is designed to initiate a transition from a former pupil to a future teacher perspective regarding the teaching and learning of English as a foreign language (EFL). It thus will provide student teachers with an overview on fundamental theoretical, empirical as well as pedagogical areas that are involved in the process of teaching and learning EFL. Specifically, the course will cover: European and national language learning policies, second language learning theories, from methods to principles of teaching EFL intercultural communicative competence, receptive, productive, and mediation skills teaching grammar and vocabulary teaching literature digitalization and modern media.</p> <p>We will also address the issue of heterogeneity in the EFL classroom by outlining means of internal differentiation and the educational mandate of inclusion. The promotion of (foreign) language learning as individual and collaborative achievement, developing learner- and learning-centred teaching, and supporting task-based learning will be focused on as particularly relevant issues for today's teaching of EFL. The main topics will be introduced, and they will be consolidated and deepened against the background of relevant research and examples of good classroom practices.</p> <p>The course is based on Grimm, N. Meyer M. und Volkmann, L. Teaching English. Narr, 2015. Purchasing this textbook is highly recommended.</p> <p>An optional tutorial will be offered.</p> <p>To receive course credit (<i>Studienleistung</i>) you will have to pass two out of four online quizzes and collaboratively work on a case study in groups. The final examination (<i>Prüfungsleistung</i>) will be a written exam.</p>
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Bemerkung *Registration* – StudIP 01.09. - 15.10.21 / *Size restriction* – 30 / *Prerequisites* – DidF1 / *Further Information* – gabriele.blell@engsem.uni-hannover.de

DidF1: Introduction to Teaching English as a Foreign Language

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

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 615

Kommentar This introductory methodology course is obligatory for all student teachers and we recommend participation in the 3rd or 4th semester. This course is designed to initiate a transition from a former pupil to a future teacher perspective regarding the teaching and learning of English as a foreign language (EFL). It thus will provide student teachers with an overview on fundamental theoretical, empirical as well as pedagogical areas that are involved in the process of teaching and learning EFL. Specifically, the course will cover: European and national language learning policies, second language learning theories, from methods to principles of teaching EFL intercultural communicative competence, receptive, productive, and mediation skills teaching grammar and vocabulary teaching literature digitalization and modern media.

We will also address the issue of heterogeneity in the EFL classroom by outlining means of internal differentiation and the educational mandate of inclusion. The promotion of (foreign) language learning as individual and collaborative achievement, developing learner- and learning-centred teaching, and supporting task-based learning will be focused on as particularly relevant issues for today's teaching of EFL. The main topics will be introduced, and they will be consolidated and deepened against the background of relevant research and examples of good classroom practices.

The course is based on Grimm, N. Meyer M. und Volkmann, L. Teaching English. Narr, 2015. Purchasing this textbook is highly recommended.

An optional tutorial will be offered.

To receive course credit (*Studienleistung*) you will have to pass two out of four online quizzes and collaboratively work on a case study in groups. The final examination (*Prüfungsleistung*) will be a written exam.

Bemerkung *Registration* – StudIP 01.09. - 15.10.2021 / *Size restriction* – 30 / *Further Information* – alexander.woltin@engsem.uni-hannover.de

Literatur *Obligatory Reading*: Grimm N. Meyer M. und Volkmann, L. Teaching English. Narr, 2015. Additional texts will be posted on StudIP.

DidF2

DidF2: Blended Learning in the FFL Classroom

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

Di wöchentl. 10:00 - 12:00 12.10.2021 - 25.01.2022 1502 - 615

Kommentar The Corona pandemic has led to many changes in educational institutions, and since the binding requirements of the Ministers of Education and Cultural Affairs on mixed forms of face-to-face and online teaching, the concept of blended learning is gradually becoming increasingly relevant. Blended learning (= asynchronous online learning and synchronous face-to-face teaching) and the use of digital educational media establish a didactic and methodological playing field for teaching English as a foreign language. In this seminar, we will explore how receptive (i.e., listening and reading) and productive (i.e., speaking and writing) skills as well as language means can be taught in digital and virtual environments using corresponding technological tools (e.g., computers, laptops, tablets, smartphones).

To receive course credit (*Studienleistung*) you will have to collaboratively present an assigned topic in an interactive and product-oriented way.

Bemerkung *Registration* – StudIP 01.09. - 15.09.2021 / *Size restriction* – 25 / *Prerequisites* – DidF1 / *Further Information* – alexander.woltin@engsem.uni-hannover.de

Literatur Check the syllabus on Stud-IP.

DidF2: Differentiated Instruction

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

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 1502 - 615

Kommentar Teachers increasingly need to look after the diverse needs and abilities of their learners today. Adapting activities for different learners while keeping this in balance with standardization & differentiation and competence orientation can be an extremely demanding task. Tomlinson and Imbeau (2010) describe differentiation as creating a balance between academic content and students' individual needs. They suggest that this balance is achieved by modifying four specific elements related to the curriculum: content, process, product, and affect. The teacher continually has to ask him/herself: "What does this student need at this moment in order to be able to progress with this key content, and what do I need to do to make that happen?" (p. 14).

The aim of this course is to reach an intense study of and focus on the topic of differentiation in teaching EFL. During the seminar you will experience the various fields of differentiation, analyse and discuss videotaped differentiated instruction scenarios, plan differentiated learning phases yourself etc. Furthermore, you will get to know a variety of learner-centred and activating learning methods within this context.

Tomlinson, C. A., & Imbeau, M. B. *Leading and managing a differentiated classroom*. ASC, 2010.

To receive course credit (*Studienleistung*) you will have to work on a collection of several assignments with your study buddy, which have to be uploaded on StudIP (in your personal Wiki).

Bemerkung *Registration* – StudIP 01.09. – 15.09.2021 / *Size restriction* – 25 / *Prerequisites* – DidF1 / *Further Information* – gabriele.blell@engsem.uni-hannover.de

Literatur u.a. Blell, Gabriele/Oldendörp, Jana (Eds.): *Diversität im Fokus fachdidaktischer und sonderpädagogischer Perspektiven - Inklusiven Englischunterricht planen (lernen)*. Peter Lang, 2021.
Tomlinson, C. A., & Imbeau, M. B. *Leading and managing a differentiated classroom*. ASC, 2010.

Empirische Forschungsmethoden in der Fremdsprachendidaktik

Seminar, SWS: 2, Max. Teilnehmer: 30
Oldendörp, Jana

Fr wöchentl. 14:00 - 16:00 15.10.2021 - 28.01.2022 1502 - 615

Kommentar Diese Veranstaltung ist eine Einführung in die Techniken wissenschaftlichen Arbeitens. Hierbei werden qualitative und quantitative Forschungsmethoden, die in der Fremdsprachendidaktik angewendet werden, vorgestellt und die Grundlagen guter wissenschaftlicher Praxis vermittelt. Unter anderem werden die Konzeption von Fragebögen und Interviews, deren Auswertung und die Anwendung verschiedener Interpretationsverfahren Gegenstand dieser Veranstaltung sein.

Diese Differenzierung verschiedener Forschungsmethoden wird anhand von exemplarischen Best-Practice Beispielen und realitätsnahen Aufgabenstellungen eingeübt. Theoretische Hintergründe werden einführend vorgestellt. Ferner werden fundierte Kenntnisse über Zitierregeln nach MLA Citations und über die Nutzungsmöglichkeiten von Literaturdatenbanken wiederholt.

Bemerkung: Diese Veranstaltung richtet sich an BA und MA-Studierende, die in der Fremdsprachendidaktik ihre Abschlussarbeit planen. Es handelt sich um eine fakultative Veranstaltung, es werden keine Leistungspunkte vergeben. Die Veranstaltung ist als synchrones Online-Seminar geplant. In Absprache mit den teilnehmenden Studierenden werden dann bestimmte Termine als Präsenzveranstaltung stattfinden.

Bemerkung *Registration* – StudIP 01.09.-15.09.2021 / *Size restriction* 30 / *Prerequisites* – none / *Further Information* – jana.oldendoerp@engsem.uni-hannover.de

- Literatur Caspari, D., Klippel, F., Legutke, M., Schramm, K. (Hrsg.) (2016): Forschungsmethoden in der Fremdsprachendidaktik. Ein Handbuch. Tübingen: Narr.
- Doff, S. (Hrsg.) (2012): Fremdsprachenunterricht empirisch erforschen: Grundlagen – Methoden – Anwendung, Tübingen: Narr.
- Weitere Literatur: siehe Stud.IP

Advanced Methodology (DidA)

DidA

DidA: Classroom analysis - engaging methods and means

Seminar, SWS: 2, Max. Teilnehmer: 30
Traumann, Sven

Mi wöchentl. 14:00 - 16:00 13.10.2021 - 26.01.2022 1502 - 615

Kommentar This course aims at engaging in classroom situations, such as practicing methods, evaluating student performance in class and promoting cooperative learning. Students are required to actively take part in the seminar to experience methods and practice useful techniques for classroom situations. Apart from analyzing videos, we will try out certain methods, have a look at students' performance in written and oral form and consider how a positive classroom atmosphere can be created.

To receive course credit (Studienleistung) you will have to correct an English student's exam, prepare a micro teaching session of 10-15 minutes and actively attend the course in 10 sessions. The final examination (Prüfungsleistung) will be a written paper of 15 pages in English.

Bemerkung *Registration* – StudIP 01.09. - 15.09.2021 / *Size restriction* – 30 / *Prerequisites* – DidF / *Further Information* –sven.traumann@engsem.uni-hannover.de

Literatur See course page on StudIP.

DidA: Explanatory Videos in the EFL Classroom

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

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 613

Kommentar Explanatory videos are becoming increasingly important both in the private sphere and in the field of education. Empirical findings prove positive effects of explanatory videos in the area of cognitive but also affective factors. In this seminar, we will examine the medium of explanatory videos against the background of their popularity (cf. JIM Study 2017) and multimodality for EFL classrooms. The focus will be on different forms and functions of explanatory videos as well as embedding them in flipped classroom settings. After a theoretical and technical foundation, we will produce and evaluate explanatory videos for selected skills and learning strategies in a criterion-oriented way.

To receive course credit (Studienleistung) you will have to collaboratively present an assigned topic in an interactive and product-oriented way. An independently produced explanatory video (= product) and a corresponding exposé (= written assignment) make up the examination credits (Prüfungsleistung)

Bemerkung *Registration* – StudIP 01.09. - 15.09.21 / *Size restriction* – 30 / *Prerequisites* – DidF / *Further Information* –alexander.kuhrs.woltin@engsem.uni-hannover.de

Literatur See course page on StudIP.

DidA: Racism Must Not Be Tolerated: Challenges to Teaching Diversity

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

Di wöchentl. 14:00 - 16:00 12.10.2021 - 25.01.2022 1502 - 615

Kommentar	<p>Some people tell us that we should stop talking about skin color and see everyone as a 'global citizen'. Others say that racism is not a problem anymore and that calling it out in conversation is wrong. But racism is (still) a problem, and it needs to be talked about in school, i.e., in the EFL classroom as well. Examining and analyzing racist-relevant topics in an anti-racist EFL classroom does not only expand and heighten one's awareness and competence in taking action and responding to racism but may also avoid the (re-) production of racism(s). This course is designed to provide, explore and discuss:</p> <ul style="list-style-type: none"> - personal beliefs, values, attitudes about race and racism (our professional identities as teachers); - selected theoretical fundamentals concerning racism (e.g., Critical Race Studies, Cultural and Intersectionality Studies, Diversity Studies, Anti-Racist Education (Rassismuskritische Bildung), - creative teaching strategies that can help the process of speaking about racism become less threatening and more productive (e.g., subversive intervention strategies against hate speech/ hate poetry; anti-racist analysis of coursebooks/materials; multimodal text work, e.g. <i>The Hate U Give</i> (2017, by Angela Thomas), <i>The Freedomwriters Diary</i> (1999, non-fiction), poster, cartoon analysis etc.). <p>To receive course credit (<i>Studienleistung</i>) you will have to work on a collection of several assignments with your study buddy, which have to be uploaded on StudIP (in your personal Wiki). The final examination (<i>Prüfungsleistung</i>), if you want to do a PL in this DidA course, will be a 'live' OR online in-class presentation and a term paper (4000 words) OR a classic term paper (5000 words).</p>
Bemerkung	<i>Registration</i> – StudIP 01.09. - 15.09.2021 / <i>Size restriction</i> – 30 / <i>Prerequisites</i> – DidF / <i>Further Information</i> –Gabriele.blell@engsem.uni-hannover.de
Literatur	<i>Required Reading:</i> See course page on StudIP. Recommended: Fereidooni, K.& Simon, N. (Hrsg.). <i>Rassismuskritische Fachdidaktiken</i> . Springer, 2020.

DidA: Teaching Global Issues with Documentaries

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

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 615

Kommentar Students enjoy watching movies and television for a variety of reasons. For one, they receive exposure to authentic language in a non-threatening setting. Secondly, movies and videos provide common ground for students of any cultural background. From the teaching perspective, film as a text-genre has been fully accepted for the EFL classroom in Lower Saxony since 2003 including feature films, documentaries, shorts, etc. This course is designed to help you to teach especially short (fictional and non-fictional) films in Sek. I and II: documentaries, docufictions, mockumentaries, docudramas etc. The course follows a double aim: linking TEFL with related academic disciplines, and combining theory, methodology and exemplary lessons. Global issues will be in the centre of teaching the selected documentaries.

To receive course credit (*Studienleistung*) you will have to work on a collection of several assignments with your study buddy, which have to be uploaded on StudIP (in your personal Wiki). The final examination (***Prüfungsleistung***), if you want to do a PL in this DidA course, will be a **'live' OR online in-class presentation and a term paper (4000 words) OR a classic term paper (5000 words)**.

Bemerkung *Registration* – StudIP 01.09. - 15.09.2021 / *Size restriction* – 30 / *Prerequisites* – DidF / *Further Information* –Gabriele.blell@engsem.uni-hannover.de

Literatur *Required Reading:*

See course page on StudIP

DidPA

DidPA: Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20

Kuhrs Woltin, Alexander

Di wöchentl. 14:00 - 16:00 12.10.2021 - 25.01.2022 1502 - 613

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. Der Fokus liegt auf Unterrichtsplanungen aus der und für die Praxis. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven. Neben binnendifferenzierenden Unterrichtsmaßnahmen wird auf den Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe fokussiert. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Als Studienleistung arbeiten Sie an einem aufgabenbasierten Portfolio und nehmen den Blockkonsultationstermin bei Becker-Rolfs, Blanckertz, oder Traumann wahr – siehe KVV).

Bemerkung *Registration* – StudIP 01.03 - 15.09.2021 / *Size restriction* – 20 / *Prerequisites* – DidF / *Further Information* – alexander.woltin@engsem.uni-hannover.de

Literatur Thaler, E. Englisch unterrichten: Grundlagen - Kompetenzen - Methoden. Cornelsen, 2012.

Der Kauf dieses Grundlagenwerks wird vorausgesetzt

DidPA: Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
Blanckertz, Janka

Do wöchentl. 16:00 - 18:00 14.10.2021 - 27.01.2022 1502 - 615

Kommentar Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Der Fokus liegt auf Unterrichtsplanungen aus der und für die Praxis. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven. Neben binnendifferenzierenden Unterrichtsmaßnahmen wird auf den Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe fokussiert. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Als Studienleistung arbeiten Sie an einem aufgabenbasierten Portfolio und nehmen den Blockkonsultationstermin bei Becker-Rolfs, Blanckertz, oder Traumann wahr – siehe KVV).

Bemerkung *Registration* – StudIP 01.09. - 15.09.21 / *Size restriction* – 20 / *Prerequisites* – DidF / *Further Information* – **janka.blanckertz@engsem.uni-hannover.de**

Literatur Thaler, E. Englisch unterrichten: Grundlagen - Kompetenzen - Methoden. Cornelsen, 2012.

Der Kauf dieses Grundlagenwerks wird vorausgesetzt.

Zusätzliche Texte werden via StudIP bereitgestellt

DidPA: Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
Becker-Rolfs, Carolin

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 615

Kommentar Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Der Fokus

liegt auf Unterrichtsplanungen aus der und für die Praxis. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven. Neben binnendifferenzierenden Unterrichtsmaßnahmen wird auf den Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe fokussiert. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Als Studienleistung arbeiten Sie an einem aufgabenbasierten Portfolio und nehmen den Blockkonsultationstermin bei Becker-Rolfs, Blanckertz, oder Traumann wahr – siehe KVV).

Bemerkung *Registration* – StudIP 01.09. - 15.09.2021 / *Size restriction* – 20 / *Prerequisites* – DidF / *Further Information* –carolin.becker-rolfs@engsem.uni-hannover.de

Literatur Thaler, E. Englisch unterrichten: Grundlagen - Kompetenzen - Methoden. Cornelsen, 2012.

Der Kauf dieses Grundlagenwerks wird vorausgesetzt.

Zusätzliche Texte werden via StudIP bereitgestellt.

Planung & Analyse von Englischunterricht (aktuelle Themen aus der Praxis für die Praxis und Reflexion)

Seminar, Max. Teilnehmer: 12
Becker-Rolfs, Carolin| Blanckertz, Janka| Traumann, Sven

Mi Einzel 15:00 - 18:00 27.10.2021 - 27.10.2021 1502 - 613

Do Einzel 16:00 - 19:00 18.11.2021 - 18.11.2021 1502 - 613

Fr Einzel 14:00 - 17:00 28.01.2022 - 28.01.2022 1502 - 613

Kommentar Studierende, die im Sommersemester das (Haupt-)Seminar DidPA und ihr Fachpraktikum erfolgreich abgeschlossen sowie ein erstes *Draft* ihres Fachpraktikumsberichts vorliegen haben, sind angehalten einen der drei DidPA-Block-Begleittermine bei einer Dozentin / einem Dozenten ihrer Wahl verbindlich zu belegen, um das Modul „Fachpraktikum Englisch“ komplett abzuschließen.

Neben Einblicken in aktuelle englischunterrichtspraktische Themen, soll die Fachpraktikumsreflexion und ein kollegiales Feedback zu spezifischen Fragen zu dem eigenen Fachpraktikumsbericht im Fokus dieser **verbindlichen** Begleitveranstaltung stehen.

Es handelt sich um eine verbindliche Blockveranstaltungen von 270 Minuten Länge:

a.) Impulsbeitrag zu aktuellen Themen aus der Praxis für die Praxis (Termine und Themen s. unten)

b.) Impulsgeleitete Reflexion des absolvierten Fachpraktikums

c.) Wiederholung verbindlicher Formalia des Fachpraktikumsberichts einschließlich kollegialer Beratung / Feedback

Bitte melden Sie sich via StudIP an und ordnen Sie sich einer Blockveranstaltung zu. Die Blockveranstaltungen sind auf max. 12 Teilnehmer*innen begrenzt.

Seminar I Traumann (sven.traumann@engsem.uni-hannover.de)

Thema: Didaktische Reduktion

Zeit: 27.10.2021; 15:00 – 18:00 Uhr

Seminar II Becker-Rolfs (carolin.becker-rolfs@engsem.uni-hannover.de)

Thema: Feedback

Zeit: 18.11.2021; 16-19 Uhr

Seminar III Blanckertz (janka.blanckertz@engsem.uni-hannover.de)

Thema : Lese-Rechtschreibschwierigkeiten im EU

Zeit: 28.01.2021; 14:00 – 17:00

Bemerkung *Registration* – StudIP / *Prerequisites* – DidF & DidPA

Masterstudiengang Advanced Anglophone Studies

Kolloquium

Examenskolloquium

Kolloquium, SWS: 2, Max. Teilnehmer: 20
Mayer, Ruth

Mo wöchentl. 16:00 - 18:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar In this class students who are preparing their bachelor and master's theses in American Studies are welcome to present and discuss ideas, outlines, structures and methodological or theoretical questions.

Further information –ruth.mayer@engsem.~

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09-15.09.2020; MAAS 17.-30.09.2020 / *Prerequisites* – BA: none, MA: none / Further information – ruth.mayer@engsem.~

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

Research Colloquium British and Postcolonial Studies

Kolloquium, SWS: 2
Gohrisch, Jana

Mi 14-täglich 14:00 - 16:00 13.10.2021 - 26.01.2022 1502 - 709

Kommentar Die Termine werden zu Semesterbeginn auf der Website des EngSem (Lehrgebiet Anglistik / British and Postcolonial Studies) bekanntgegeben.

Theory and Method (AAS1)

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 609

Kommentar Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, *Gender Trouble* (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well provide the opportunity for discussion collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the 1619 Project, which also considers performativity in terms of historiography and the US's legacy race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur Please purchase Judith Butler's *Gender Trouble*. Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, *Gender Trouble* (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well as provide the opportunity for discussion and collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the *1619 Project*, which also considers performativity in terms of historiography and the US's legacy of race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur Please purchase Judith Butler's *Gender Trouble*. Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3: Weak Theories

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 615

Kommentar In this class on theory, we will read and work with texts that were developed in the field of phenomenology, affect theory, indigenous studies, environmental humanities, and Black feminist studies. Based on ideas developed by Spinoza, Gilles Deleuze, or queer theorist Eve Kosofsky Sedgwick, in recent years the humanities have witnessed a turn towards a critical engagement that questions the traditional opposition of reason and emotion, mind and body, as well as linearities and hierarchies of knowledges.

We will discuss theoretical approaches which formulate a critique around what Benjamin Kahan called a "Weak Theory." We will engage with approaches of reparative reading, felt theory, and the affective turn. As this class wants to show, our ways of thinking and theorizing about the world also translate into practical engagement with our social environment.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 1.09.-15.09.2021; MAAS 17.09.-30.09.2021 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~

Literatur Also, we will read Ocean Vuong's *On Earth We're Briefly Gorgeous* (2019). Please purchase a copy of this novel (*NOT* on amazon).

All other texts will be made available on StudIP.

AmerA, AAS1: Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 40
Brasch, Ilka| Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 11.10.2021 - 27.01.2022 1502 - 609

Kommentar This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help

us understand the ways in which earlier approaches remain relevant and in which they tend to be challenged. This class will not provide an overview of the different stages of theorization from the past to the present, but rather be concerned with how literary studies 'work,' and how students can engage with and employ theory in their own work. To this end, we will explore different modes of reading and of analysis, such as close reading and reading 'against the grain,' moving from critical inquiry to practical application.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~ or ruth.mayer@engsem.~

Literatur Will be made available on StudIP.

BritA, AAS1: Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers as well as bachelor's and master's theses.

As a preparation for each class you are asked to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as the descriptive chapter by Peter Barry. Relying on the analytical categories from the Introduction to Literary Studies (AmerBritF1) and the historical knowledge from the BritF2 Survey Lecture we will apply the theories to Charlotte Brontë's novel *Jane Eyre* (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text. The non-graded course work will be a short excerpt covering one chapter of Barry's *Beginning Theory*.

Bemerkung *Reader* – Copyshop Stork (Körnerstraße 3) from 11.10.2021 and Stud.IP / *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Barry, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. 4th ed. Manchester University Press, 2017.

Brontë, Charlotte. *Jane Eyre*. Norton, 2001 or 2016. Instead of the Norton editions, you may use the Oxford World's Classics or the Penguin Classics editions (complete with introduction and notes).

Please buy your own copies of Brontë's novel and of Peter Barry's *Beginning Theory*. The theoretical texts covered in the seminar will be available free of charge in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP.

Please read Charlotte Brontë's novel during term break, i.e. before the course begins.

Epochs and Phenomena in Anglophone Literatures and Cultures (AAS2)

AmerA/AA2/AAS4: Post-World-War II American Science Fiction in Literature, Film and Television

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

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar This seminar offers a broad overview on the history of (mostly US-)American science fiction since the Second World War and considers seminal examples in a variety of forms and media. Narratives discussed in this seminar include short stories by Philip K. Dick, Octavia E. Butler's novel *Wild Seed* (1980), Margaret Atwood's *The Handmaid's Tale* (1985), popular science fiction films such as *Forbidden Planet* (1956) and *Blade Runner* (1982, based on Dick's novel *Do Androids Dream of Electric Sheep?*), as well as sci-fi television series such as *Star Trek* (1966-69) or the recent adaptation of Atwood's *Handmaid's Tale* (since 2017). We will also discuss influential theoretical work on the genre and consider the differences between (and shared concerns of) literary sci-fi texts and their screen adaptations.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur Please purchase Margaret Atwood's *The Handmaid's Tale* and Octavia E. Butler's *Wild Seed*. Consider supporting a local bookstore with your purchase.

AmerA/AAS2/3/4: Photography and Narrative

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar This class is occasioned by the exhibition *True Pictures? Contemporary Photography from Canada and the United States*, which will take place in the Sprengel Museum in Hannover from November to February. The division of American Studies will host a one-day symposium with talks and discussions about photography and storytelling on January 21 in the Sprengel Museum. This will be a mandatory part of the class, please be sure that you are available at this date and can participate. The class will engage with the exhibition, and thus ask about photography as art, but it will also go beyond this and take into account photography's history as an instrument of documentation, identification, social surveillance and private use. Throughout the semester, we will be concerned with the story-telling capacity of photographs, and thus also look closely at photobooks, literary and filmic representations of photography and other mixed-media approaches.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

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

AmerA/AAS2/AAS3/AAS4: Christmas in America: History, Ideology, and Popular Culture

Seminar, SWS: 2, Max. Teilnehmer: 40
Loock, Kathleen

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar In this course, we will trace the history of Christmas in America from colonial days to today and discuss the shifting nature of the holiday in terms of its cultural, religious, political, and economic meanings. Puritans in colonial Massachusetts outlawed Christmas. They rejected the holiday's carnival origins celebrating disorder and the temporary inversion of established (social) hierarchies because it created an occasion for drunkenness and riot. Christmas traditions as we know them (with tinsel trees, filled stockings, Christmas cards, and Santa Claus) only emerged in the mid-nineteenth century when the rambunctious, carnivalesque holiday was reimagined as a family-centered, domestic affair that took place in the home, no longer in the public sphere. Charles Dickens's *A Christmas Carol* (1843) fueled this "invention of tradition" (Eric Hobsbawm) and visual culture (ranging from illustrations in books and magazines,

advertisements and Christmas cards to holiday movies) was crucial for the construction of modern Christmas as a holiday that merges materialism and normative family values. The course will provide you with the historical and theoretical background against which we will analyze our primary material consisting of Christmas literature and print media as well as classic Christmas songs and movies.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

Literatur Will be made available on StudIP.

AmerA/AAS2/AAS3, AS: The 1619 Project (and Beyond)

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

Do wöchentl. 14:00 - 16:00 21.10.2021 - 27.01.2022 1502 - 703

Kommentar In August 2019, the *New York Times Magazine* launched the *1619 Project*, a special issue of the magazine that contains essays, poems, and fiction that re-read United States history through the lens of slavery. The project was accompanied by news articles, live events, and a podcast, expanding beyond the confines of a magazine issue. Particularly because of its revisionist historiography and political appeal, the project received both praise and criticism, sparking debates about the impact of slavery, the practice and function of history, and more. In this class, we will engage closely with the material the *1619 Project* has to offer and study the multiple affirmatory and critical responses it garnered. We will additionally contextualize the project by engaging with literature that reflects on the history of slavery, particularly Colson Whitehead's 2016 novel *The Underground Railroad*. The class will conclude with a longer session at the Hannover Kunstverein on February 7th, where we will visit an exhibit by, as well as meet with, the artist Kameelah Janan Rasheed. Her work engages with questions of both race and gender, and we will cooperate with Abby Fagan's class for this event. Please note that the course dates are slightly different in order to make the February event with Rasheed possible.

Dates: 21.10.2021 – 16.12.2021, 13.01.2022 - 27.01.2022, and Monday, 07.02.2022 (all day)

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Literatur During the semester, you will be asked to buy a copy of Whitehead's *The Underground Railroad*.

BritA, AAS2, AAS3, AAS5, AS: British and Postcolonial Studies

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

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis. Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British and British-Caribbean literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we may discuss as well.

We will use the novel to practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion

skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Please study the “Guidelines and Reading Material. British and Postcolonial Studies” (see below) prior to class. For your revision of British and Postcolonial literary history, theories and methods I recommend Martin Middeke et al. (eds.) *English and American Studies. Theory and Practice*. J.B. Metzler, 2012 (available free of charge via Springer).

Bemerkung *Registration* – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. “Guidelines and Reading Material British and Postcolonial Studies” (September 2021). The “Guidelines” are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Andrea Levy. *The Long Song* (2010)

BritA, AAS2, AAS3, AAS5, AS: Greening the Library: Ecocritical Approaches to Literature and Film

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

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar Over the last twenty-five years, ecocriticism has become a central theory in literary and cultural studies. Subscribing to the idea that environment matters and does not merely serve as the ‘background’ of a story, ecocriticism explores the ways in which relationships between human beings, culture and nature are constructed. Informed by an avowedly political agenda, this seminar goes beyond a ‘green’ moral of sustainability and ties literary analysis to issues of power, (in)equality, class, race, gender, economy and consumerism. Probing the rich variety of ‘earth-centred’ approaches, we will begin with Shakespeare’s comedy *As You Like It* (1623) to discuss what functions the setting in the fictional forest of Arden has for the play. Continuing to explore the political dimensions of the pastoral, we shall analyse Romantic poetry by William Wordsworth and John Clare before we move on to study Australian constructions of wilderness in Julia Leigh’s novel *The Hunter* (1999). We shall then turn to representations of the seascape as metaphors for the ‘middle passage’ in Fred D’Aguiar’s novel *Feeding the Ghosts* (1997) and Derek Walcott’s poem “The Sea Is History” (1979). To close the seminar, we will discuss Caryl Churchill’s dystopian drama *Far Away* (2000).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Further Information* -hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. “Guidelines and Reading Material British and Postcolonial Studies” (September 2021). The “Guidelines” are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase William Shakespeare’s *As You Like It* (well-annotated edition), Julia Leigh’s *The Hunter*, Fred D’Aguiar’s *Feeding the Ghosts* and Caryl Churchill’s *Far Away* and read at least Shakespeare’s play prior to class. All other primary and secondary material will be provided on Stud.IP at the beginning of the term.

BritA, AAS2, AAS3: Contemporary British Drama

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar This course will familiarise students with contemporary developments, playwrights and genres in 21st-century British drama. Following a chronological order, we will begin with Caryl Churchill's short dystopian *Far Away* (2000), a play that the *Guardian* describes as unsettled and "a masterclass of tension". Subsequently, we will investigate Laura Wade's *Posh*, a play that portrays a group of Oxford students that are part of a fictionalised version of the Bullingdon Club. Afterwards, we will turn to Alan Bennett's *People* (2012), a play that features a South Yorkshire country house, its upper-class owners, and their attempts to manoeuvre Britain's heritage industry. Finally, we will read Maureen Lennon's *Us Against Whatever*, a karaoke cabaret that follows the experiences of the two female protagonists within Britain's precarious political climate in the run-up to the 2016 referendum.

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 that is predominantly based on the categories class and gender in order to investigate recent developments and themes in contemporary British drama.

Bemerkung *Registration* – 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –janna-lena.neumann@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Caryl Churchill: *Far Away* (2000)

Laura Wade: *Posh* (2010)

Alan Bennett: *People* (2012)

Maureen Lennon: *Us Against Whatever* (2019)

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

BritA, AAS2, AAS3: Restoration Theatre - Culture of Display and Disguise

Seminar, SWS: 2, Max. Teilnehmer: 40
Ippendorf, Elena

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar With the restoration of the monarchy and Charles II's ascendancy to the English throne in 1660, the institution of the theatre was restored as well. After an 18-year gap in theatrical production during the Interregnum, some customs were renegotiated. The first English actresses appeared on stage and boy-actors, young men trained to play female roles, became obsolete and were eventually banned.

In this course, we will be examining this turbulent and innovative period in English theatre history. We will chart the changes in comedy, the genre Restoration drama is best known for today, throughout the period, as well as look at Shakespearean adaptation and tragedy.

Beyond practising a close reading of this range of plays, a particular focus of this course will be exploring their political as well as material production contexts.

How were the theatre companies organised? Who were the first English actresses and how did their appearance change theatrical conventions? How did the performance spaces influence the productions? Who was in the audience? In what ways were notions of gender identity negotiated in performance both onstage as well as off? How did the series of political crisis of the time influence theatrical production? And, last but not least, how can Restoration drama be staged today? Pandemic permitting, we will be exploring answers to that last question performatively.

Bemerkung *Registration* – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –elena.ippendorf@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase your own copies of the plays *The Country Wife* by William Wycherley (1675), *The Rover* by Aphra Behn (1677), *All for Love* by John Dryden (1677) and *Love's Last Shift* by Colley Cibber (1696) [all of which can be found for instance in Womersley, David. *Restoration Drama: An Anthology* (2000)]. All other texts will be made available on Stud.IP.

During term break please read up on the historical context of the restoration of the monarchy in 1660 as well as the basic principles of analysis of drama (see recommendations).

Recommended Reading

Fuchs, Elinor. "EF's Visit to a Small Planet: Some Questions to Ask a Play." (2004)

Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2014 (4. Auflage)

BritA, AAS2, AAS5, AS: South Africa: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar In this seminar, we will read fictional and historiographic texts about South Africa before and after the transition from the white minority rule of the apartheid system to a democratic society signaled by the first democratic elections of 1994. We will begin with Sindiwe Magona's *Mother to Mother* (1998) about post-apartheid violence, an issue which also features in *Disgrace* (1999), a novel by J.M. Coetzee, who won the Nobel Prize for Literature in 2003. To conclude, we will read Phaswanes Mpe's thematically disturbing and aesthetically challenging novel *Welcome to Our Hillbrow* (2001) about inner-city problems, migration and HIV/AIDS. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race, ethnicity and class as well as on the narrative strategies and tropes employed by the texts practicing the analytical terms from the Introduction to Literary Studies (AmerBritF1).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or

accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Clark, N. and W.H. Worger. *South Africa. The Rise and Fall of Apartheid* (2011)

Coetzee, J.M. *Disgrace* (1999)

Magona, Sindiwe. *Mother to Mother* (1998)

Mpe, Phaswane. *Welcome to our Hillbrow* (2001)

Please buy and bring your own copies of the novels by Coetzee, Magona and Mpe. Read all three of them during term break and familiarise yourself with South African and British colonial history. The chapters from the historiographic texts will be made available on Stud.IP.

Recommended Reading

Dalziel, Nigel. *The Penguin Historical Atlas of the British Empire* (2006)

Thompson, Leonard. *A History of South Africa* (4th ed. 2014)

Concepts of Race, Class, and Gender (AAS3)

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 609

Kommentar Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, *Gender Trouble* (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well provide the opportunity for discussion collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the 1619 Project, which also considers performativity in terms of historiography and the US's legacy race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / Prerequisites – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur Please purchase Judith Butler's *Gender Trouble*. Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3, AS: Reading Judith Butler's Gender Trouble

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

Do wöchentl. 12:00 - 14:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar Rarely do we have the chance in university courses to delve into a full volume by a key theorist who influences the fields of literary and cultural studies (among many

others). This course will break this trend by engaging the difficult text of Judith Butler's groundbreaking intervention in theories of gender and feminism, *Gender Trouble* (1990). Each course meeting will explore the larger significance of key terms and concepts represented in that week's reading, as well as provide the opportunity for discussion and collective analysis of and using Butler's ideas. The course will conclude with an interactive visit to the Hannover Kunstverein, where students will have the opportunity to engage the work of Kameelah Janan Rasheed and speak with the artist herself. Rasheed's work provides a compelling example of—and feedback to—Butler's work on performativity. We will collaborate with Ilka Brasch's course on the *1619 Project*, which also considers performativity in terms of historiography and the US's legacy of race-based enslavement, in our exchange with Rasheed. Please note that the course dates have been adjusted slightly in order to allow for exchange with Rasheed.

Dates: Donnerstag 12:00-14:00, 21.10.2021 bis 16.12.2021; 13.01. bis 27.01.2021 und Montag 07.02.2021 (ganztägig)

Bemerkung

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur

Please purchase Judith Butler's *Gender Trouble*. Consider supporting a local bookstore with your purchase.

AmerA/AAS1/AAS3: Weak Theories

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

Mi wöchentl. 12:00 - 14:00 13.10.2021 - 26.01.2022 1502 - 615

Kommentar

In this class on theory, we will read and work with texts that were developed in the field of phenomenology, affect theory, indigenous studies, environmental humanities, and Black feminist studies. Based on ideas developed by Spinoza, Gilles Deleuze, or queer theorist Eve Kosofsky Sedgwick, in recent years the humanities have witnessed a turn towards a critical engagement that questions the traditional opposition of reason and emotion, mind and body, as well as linearities and hierarchies of knowledges.

We will discuss theoretical approaches which formulate a critique around what Benjamin Kahan called a "Weak Theory." We will engage with approaches of reparative reading, felt theory, and the affective turn. As this class wants to show, our ways of thinking and theorizing about the world also translate into practical engagement with our social environment.

Bemerkung

Registration – Stud.IP FÜBA, M.Ed etc. 1.09.-15.09.2021; MAAS 17.09.-30.09.2021 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~

Literatur

Also, we will read Ocean Vuong's *On Earth We're Briefly Gorgeous* (2019). Please purchase a copy of this novel (*NOT* on amazon).

All other texts will be made available on StudIP.

AmerA/AAS2/3/4: Photography and Narrative

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar

This class is occasioned by the exhibition *True Pictures? Contemporary Photography from Canada and the United States*, which will take place in the Sprengel Museum in Hannover from November to February. The division of American Studies will host a one-day symposium with talks and discussions about photography and storytelling on January 21 in the Sprengel Museum. This will be a mandatory part of the class, please be sure that you are available at this date and can participate. The class will engage with the exhibition, and thus ask about photography as art, but it will also go beyond this and take into account photography's history as an instrument of documentation, identification, social surveillance and private use. Throughout the semester, we will be concerned

Bemerkung	with the story-telling capacity of photographs, and thus also look closely at photobooks, literary and filmic representations of photography and other mixed-media approaches. <i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09-15.09.21; MAAS 17.09.-30.09.21 / <i>Prerequisites</i> – BA: Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~
Literatur	All course texts will be made available on Stud.IP.

AmerA/AAS2/AAS3/AAS4: Christmas in America: History, Ideology, and Popular Culture

Seminar, SWS: 2, Max. Teilnehmer: 40
Loock, Kathleen

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar	In this course, we will trace the history of Christmas in America from colonial days to today and discuss the shifting nature of the holiday in terms of its cultural, religious, political, and economic meanings. Puritans in colonial Massachusetts outlawed Christmas. They rejected the holiday's carnival origins celebrating disorder and the temporary inversion of established (social) hierarchies because it created an occasion for drunkenness and riot. Christmas traditions as we know them (with tinsel trees, filled stockings, Christmas cards, and Santa Claus) only emerged in the mid-nineteenth century when the rambunctious, carnivalesque holiday was reimagined as a family-centered, domestic affair that took place in the home, no longer in the public sphere. Charles Dickens's <i>A Christmas Carol</i> (1843) fueled this "invention of tradition" (Eric Hobsbawm) and visual culture (ranging from illustrations in books and magazines, advertisements and Christmas cards to holiday movies) was crucial for the construction of modern Christmas as a holiday that merges materialism and normative family values. The course will provide you with the historical and theoretical background against which we will analyze our primary material consisting of Christmas literature and print media as well as classic Christmas songs and movies.
Bemerkung	<i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / <i>Prerequisites</i> – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~
Literatur	Will be made available on StudIP.

AmerA/AAS2/AAS3, AS: The 1619 Project (and Beyond)

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

Do wöchentl. 14:00 - 16:00 21.10.2021 - 27.01.2022 1502 - 703

Kommentar	In August 2019, the <i>New York Times Magazine</i> launched the <i>1619 Project</i> , a special issue of the magazine that contains essays, poems, and fiction that re-read United States history through the lens of slavery. The project was accompanied by news articles, live events, and a podcast, expanding beyond the confines of a magazine issue. Particularly because of its revisionist historiography and political appeal, the project received both praise and criticism, sparking debates about the impact of slavery, the practice and function of history, and more. In this class, we will engage closely with the material the <i>1619 Project</i> has to offer and study the multiple affirmatory and critical responses it garnered. We will additionally contextualize the project by engaging with literature that reflects on the history of slavery, particularly Colson Whitehead's 2016 novel <i>The Underground Railroad</i> . The class will conclude with a longer session at the Hannover Kunstverein on February 7th, where we will visit an exhibit by, as well as meet with, the artist Kameelah Janan Rasheed. Her work engages with questions of both race and gender, and we will cooperate with Abby Fagan's class for this event. Please note that the course dates are slightly different in order to make the February event with Rasheed possible. Dates: 21.10.2021 – 16.12.2021, 13.01.2022 - 27.01.2022, and Monday, 07.02.2022 (all day)
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Bemerkung	<i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / <i>Prerequisites</i> – BA: Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~
Literatur	During the semester, you will be asked to buy a copy of Whitehead's <i>The Underground Railroad</i> .

BritA, AAS2, AAS3, AAS5, AS: British and Postcolonial Studies

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

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis. Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British and British-Caribbean literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we may discuss as well.

We will use the novel to practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Please study the "Guidelines and Reading Material. British and Postcolonial Studies" (see below) prior to class. For your revision of British and Postcolonial literary history, theories and methods I recommend Martin Middeke et al. (eds.) *English and American Studies. Theory and Practice*. J.B. Metzler, 2012 (available free of charge via Springer).

Bemerkung	<i>Registration</i> – Stud.IP 01.09.- 30.09.2021 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Further Information</i> –jana.gohrisch@engsem.~
Literatur	<i>Required Reading and Purchase</i>

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Andrea Levy. *The Long Song* (2010)

BritA, AAS2, AAS3, AAS5, AS: Greening the Library: Ecocritical Approaches to Literature and Film

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

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar Over the last twenty-five years, ecocriticism has become a central theory in literary and cultural studies. Subscribing to the idea that environment matters and does not merely serve as the 'background' of a story, ecocriticism explores the ways in which relationships between human beings, culture and nature are constructed. Informed by an avowedly political agenda, this seminar goes beyond a 'green' moral of sustainability and ties literary analysis to issues of power, (in)equality, class, race, gender, economy and consumerism. Probing the rich variety of 'earth-centred' approaches, we will begin with

Shakespeare's comedy *As You Like It* (1623) to discuss what functions the setting in the fictional forest of Arden has for the play. Continuing to explore the political dimensions of the pastoral, we shall analyse Romantic poetry by William Wordsworth and John Clare before we move on to study Australian constructions of wilderness in Julia Leigh's novel *The Hunter* (1999). We shall then turn to representations of the seascape as metaphors for the 'middle passage' in Fred D'Aguiar's novel *Feeding the Ghosts* (1997) and Derek Walcott's poem "The Sea Is History" (1979). To close the seminar, we will discuss Caryl Churchill's dystopian drama *Far Away* (2000).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* -hannah.pardey@engsem.-

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase William Shakespeare's *As You Like It* (well-annotated edition), Julia Leigh's *The Hunter*, Fred D'Aguiar's *Feeding the Ghosts* and Caryl Churchill's *Far Away* and read at least Shakespeare's play prior to class. All other primary and secondary material will be provided on Stud.IP at the beginning of the term.

BritA, AAS2, AAS3: Contemporary British Drama

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar This course will familiarise students with contemporary developments, playwrights and genres in 21st-century British drama. Following a chronological order, we will begin with Caryl Churchill's short dystopian *Far Away* (2000), a play that the *Guardian* describes as unsettled and "a masterclass of tension". Subsequently, we will investigate Laura Wade's *Posh*, a play that portrays a group of Oxford students that are part of a fictionalised version of the Bullingdon Club. Afterwards, we will turn to Alan Bennett's *People* (2012), a play that features a South Yorkshire country house, its upper-class owners, and their attempts to manoeuvre Britain's heritage industry. Finally, we will read Maureen Lennon's *Us Against Whatever*, a karaoke cabaret that follows the experiences of the two female protagonists within Britain's precarious political climate in the run-up to the 2016 referendum.

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 that is predominantly based on the categories class and gender in order to investigate recent developments and themes in contemporary British drama.

Bemerkung *Registration* – 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –janna-lena.neumann@engsem.-

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Caryl Churchill: *Far Away* (2000)

Laura Wade: *Posh* (2010)

Alan Bennett: *People* (2012)

Maureen Lennon: *Us Against Whatever* (2019)

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

BritA, AAS2, AAS3: Restoration Theatre - Culture of Display and Disguise

Seminar, SWS: 2, Max. Teilnehmer: 40
Ippendorf, Elena

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 709

Kommentar With the restoration of the monarchy and Charles II's ascendancy to the English throne in 1660, the institution of the theatre was restored as well. After an 18-year gap in theatrical production during the Interregnum, some customs were renegotiated. The first English actresses appeared on stage and boy-actors, young men trained to play female roles, became obsolete and were eventually banned.

In this course, we will be examining this turbulent and innovative period in English theatre history. We will chart the changes in comedy, the genre Restoration drama is best known for today, throughout the period, as well as look at Shakespearean adaptation and tragedy.

Beyond practising a close reading of this range of plays, a particular focus of this course will be exploring their political as well as material production contexts.

How were the theatre companies organised? Who were the first English actresses and how did their appearance change theatrical conventions? How did the performance spaces influence the productions? Who was in the audience? In what ways were notions of gender identity negotiated in performance both onstage as well as off? How did the series of political crisis of the time influence theatrical production? And, last but not least, how can Restoration drama be staged today? Pandemic permitting, we will be exploring answers to that last question performatively.

Bemerkung *Registration* – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Further Information* –elena.ippendorf@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase your own copies of the plays *The Country Wife* by William Wycherley (1675), *The Rover* by Aphra Behn (1677), *All for Love* by John Dryden (1677) and *Love's Last Shift* by Colley Cibber (1696) [all of which can be found for instance in Womersley, David. *Restoration Drama: An Anthology* (2000)]. All other texts will be made available on Stud.IP.

During term break please read up on the historical context of the restoration of the monarchy in 1660 as well as the basic principles of analysis of drama (see recommendations).

Recommended Reading

Fuchs, Elinor. "EF's Visit to a Small Planet: Some Questions to Ask a Play." (2004)

Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2014 (4. Auflage)

Media, Cultural Communication and Popular Culture (AAS4)

AmerA/AA2/AAS4: Post-World-War II American Science Fiction in Literature, Film and Television

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

Do wöchentl. 10:00 - 12:00 14.10.2021 - 27.01.2022 1502 - 703

Kommentar This seminar offers a broad overview on the history of (mostly US-)American science fiction since the Second World War and considers seminal examples in a variety of forms and media. Narratives discussed in this seminar include short stories by Philip K. Dick, Octavia E. Butler's novel *Wild Seed* (1980), Margaret Atwood's *The Handmaid's Tale* (1985), popular science fiction films such as *Forbidden Planet* (1956) and *Blade Runner* (1982, based on Dick's novel *Do Androids Dream of Electric Sheep?*), as well as sci-fi television series such as *Star Trek* (1966-69) or the recent adaptation of Atwood's *Handmaid's Tale* (since 2017). We will also discuss influential theoretical work on the genre and consider the differences between (and shared concerns of) literary sci-fi texts and their screen adaptations.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur Please purchase Margaret Atwood's *The Handmaid's Tale* and Octavia E. Butler's *Wild Seed*. Consider supporting a local bookstore with your purchase.

AmerA/AAS2/3/4: Photography and Narrative

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

Mo wöchentl. 12:00 - 14:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar This class is occasioned by the exhibition *True Pictures? Contemporary Photography from Canada and the United States*, which will take place in the Sprengel Museum in Hannover from November to February. The division of American Studies will host a one-day symposium with talks and discussions about photography and storytelling on January 21 in the Sprengel Museum. This will be a mandatory part of the class, please be sure that you are available at this date and can participate. The class will engage with the exhibition, and thus ask about photography as art, but it will also go beyond this and take into account photography's history as an instrument of documentation, identification, social surveillance and private use. Throughout the semester, we will be concerned with the story-telling capacity of photographs, and thus also look closely at photobooks, literary and filmic representations of photography and other mixed-media approaches.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

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

AmerA/AAS2/AAS3/AAS4: Christmas in America: History, Ideology, and Popular Culture

Seminar, SWS: 2, Max. Teilnehmer: 40
Loock, Kathleen

Mo wöchentl. 14:00 - 16:00 11.10.2021 - 24.01.2022 1502 - 609

Kommentar In this course, we will trace the history of Christmas in America from colonial days to today and discuss the shifting nature of the holiday in terms of its cultural, religious, political, and economic meanings. Puritans in colonial Massachusetts outlawed Christmas. They rejected the holiday's carnival origins celebrating disorder and the temporary inversion of established (social) hierarchies because it created an occasion for drunkenness and riot. Christmas traditions as we know them (with tinsel trees, filled stockings, Christmas cards, and Santa Claus) only emerged in the mid-nineteenth

century when the rambunctious, carnivalesque holiday was reimagined as a family-centered, domestic affair that took place in the home, no longer in the public sphere. Charles Dickens's *A Christmas Carol* (1843) fueled this "invention of tradition" (Eric Hobsbawm) and visual culture (ranging from illustrations in books and magazines, advertisements and Christmas cards to holiday movies) was crucial for the construction of modern Christmas as a holiday that merges materialism and normative family values. The course will provide you with the historical and theoretical background against which we will analyze our primary material consisting of Christmas literature and print media as well as classic Christmas songs and movies.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

Literatur Will be made available on StudIP.

New English Literatures and Cultures (AAS5)

BritA, AAS2, AAS3, AAS5, AS: British and Postcolonial Studies

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

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 26.01.2022 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis. Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British and British-Caribbean literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we may discuss as well.

We will use the novel to practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Please study the "Guidelines and Reading Material. British and Postcolonial Studies" (see below) prior to class. For your revision of British and Postcolonial literary history, theories and methods I recommend Martin Middeke et al. (eds.) *English and American Studies. Theory and Practice*. J.B. Metzler, 2012 (available free of charge via Springer).

Bemerkung *Registration* – Stud.IP 01.09.- 30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here:<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Andrea Levy. *The Long Song* (2010)

BritA, AAS2, AAS3, AAS5, AS: Greening the Library: Ecocritical Approaches to Literature and Film

Seminar, SWS: 2, Max. Teilnehmer: 40

Pardey, Hannah

Di wöchentl. 12:00 - 14:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar Over the last twenty-five years, ecocriticism has become a central theory in literary and cultural studies. Subscribing to the idea that environment matters and does not merely serve as the 'background' of a story, ecocriticism explores the ways in which relationships between human beings, culture and nature are constructed. Informed by an avowedly political agenda, this seminar goes beyond a 'green' moral of sustainability and ties literary analysis to issues of power, (in)equality, class, race, gender, economy and consumerism. Probing the rich variety of 'earth-centred' approaches, we will begin with Shakespeare's comedy *As You Like It* (1623) to discuss what functions the setting in the fictional forest of Arden has for the play. Continuing to explore the political dimensions of the pastoral, we shall analyse Romantic poetry by William Wordsworth and John Clare before we move on to study Australian constructions of wilderness in Julia Leigh's novel *The Hunter* (1999). We shall then turn to representations of the seascape as metaphors for the 'middle passage' in Fred D'Aguiar's novel *Feeding the Ghosts* (1997) and Derek Walcott's poem "The Sea Is History" (1979). To close the seminar, we will discuss Caryl Churchill's dystopian drama *Far Away* (2000).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* -hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Please purchase William Shakespeare's *As You Like It* (well-annotated edition), Julia Leigh's *The Hunter*, Fred D'Aguiar's *Feeding the Ghosts* and Caryl Churchill's *Far Away* and read at least Shakespeare's play prior to class. All other primary and secondary material will be provided on Stud.IP at the beginning of the term.

BritA, AAS2, AAS5, AS: South Africa: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 12.10.2021 - 25.01.2022 1502 - 703

Kommentar In this seminar, we will read fictional and historiographic texts about South Africa before and after the transition from the white minority rule of the apartheid system to a democratic society signaled by the first democratic elections of 1994. We will begin with Sindiwe Magona's *Mother to Mother* (1998) about post-apartheid violence, an issue which also features in *Disgrace* (1999), a novel by J.M. Coetzee, who won the Nobel Prize for Literature in 2003. To conclude, we will read Phaswanes Mpe's thematically disturbing and aesthetically challenging novel *Welcome to Our Hillbrow* (2001) about inner-city problems, migration and HIV/AIDS. We shall discuss literary representations of the changing dynamics of power in South Africa concentrating on issues of gender, race, ethnicity and class as well as on the narrative strategies and tropes employed by the texts practicing the analytical terms from the Introduction to Literary Studies (AmerBritF1).

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2021 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Further Information* –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (September 2021). The "Guidelines" are for sale in the copyshop, on Stud.IP or

accessible here: <https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>.

Clark, N. and W.H. Worger. *South Africa. The Rise and Fall of Apartheid* (2011)

Coetzee, J.M. *Disgrace* (1999)

Magona, Sindiwe. *Mother to Mother* (1998)

Mpe, Phaswane. *Welcome to our Hillbrow* (2001)

Please buy and bring your own copies of the novels by Coetzee, Magona and Mpe. Read all three of them during term break and familiarise yourself with South African and British colonial history. The chapters from the historiographic texts will be made available on Stud.IP.

Recommended Reading

Dalziel, Nigel. *The Penguin Historical Atlas of the British Empire* (2006)

Thompson, Leonard. *A History of South Africa* (4th ed. 2014)

Independent Studies (AAS6)

AAS6: Independent Studies: Citation as Practice

Seminar, SWS: 2, Max. Teilnehmer: 40
Nguyen, Anna Ngoc

Do wöchentl. 16:00 - 18:00 14.10.2021 - 27.01.2022 1502 - 609

Kommentar In this Independent Studies course, we will consider citations as both an analytical category and as a practice. This will require us to think heavily about reading as careful ethics and as a serious methodology, how we assemble our references and citations in a works cited page and even in our own writing practices, and how citations are reproductions of knowledge systems that can include and exclude. Reading from a range of personal essays, interviews, theoretical texts, and creative nonfiction from North American writers and scholars, we will learn how to read across multiple texts and how to put them in dialogue, in written and verbal forms, without erasing the context. The final project will be a collaborative effort, to bring in writers and scholars, all of whom we will have read in class, in a virtual roundtable discussion that will be open to the public. Working together, we will learn how to organize such an event (from selecting and inviting three or four speakers to scheduling and invitation writing), locate and synthesize themes, focus on asking robust and concise questions, and opening up the discourse from the classroom to a public setting.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09-15.09.21; MAAS 17.09.-30.09.21 / *Prerequisites* – none / Further information – angu18@bu.edu

AAS6: Videographic Criticism

Seminar, SWS: 4, Max. Teilnehmer: 12
Loock, Kathleen

Mi wöchentl. 10:00 - 14:00 13.10.2021 - 15.12.2021 1502 - 214

Mi wöchentl. 10:00 - 14:00 13.10.2021 - 15.12.2021 1502 - 613

Mi wöchentl. 10:00 - 12:00 13.10.2021 - 15.12.2021 1502 - 709

Kommentar In this Independent Studies course, you will learn how to make a scholarly video essay. The course provides an introduction to videographic criticism as a digital humanities method that enables scholars and students of film and media to produce knowledge using the moving images and sounds that constitute their object of study. We will read some scholarly work on videographic criticism and watch video essays. You will acquire

the technical skills you need to work on your own video essay through a series of parameter-based assignments.

This is a workshop class and meetings will be held in double sessions (and therefore end before the Christmas break). Students are required to bring an external hard drive to store their video projects as well as a headset (or separate headphones and microphone).

Termine: 13.10., 20.10., 27.10., 03.11., 10.11., 24.11., 8.12., 15.12.

Bemerkung

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.21; MAAS 17.09.-30.09.21 /
Prerequisites – none / Further information – kathleen.loock@engsem.~

Professional Skills (AAS8)

Lektüre-Kolloquium des Literarischen Salons: Neuestes vom Buchmarkt

Seminar, SWS: 2, Max. Teilnehmer: 25
Meyer-Kovac, Jens | Vogel, Matthias

Mi wöchentl. 16:00 - 18:00 20.10.2021 - 26.01.2022 1502 - 103

Kommentar

Der Literarische Salon organisiert Lesungen und Gesprächsveranstaltungen zu Themen aus Literatur, Kultur, Wissenschaft und Gesellschaft. Eingeladen werden Regisseur*innen, Künstler*innen, Publizist*innen, Wissenschaftler*innen – und natürlich Schriftsteller*innen aus dem In- und Ausland. Das die Salon-Programme begleitende Kolloquium ist ein Lektürekurs zu den aktuellsten Veröffentlichungen des Buchmarkts unter den realen Bedingungen einer Veranstaltungs- bzw. Lesungsreihe. Dort ist Sorgfalt ebenso gefragt wie Tempo. Deshalb spielt im Kolloquium beides eine Rolle: Ausführlich analysiert werden zwei bis drei Romane, deren Autor*innen im Salon zu Gast sind. Zusätzlich blicken wir in Bücher, die es noch gar nicht gibt: Anhand von Druckfahnen oder eigens vorproduzierten Leseexemplaren sichten wir mehrere geplante, aber noch nicht veröffentlichte Titel. Hier zählt zunächst der erste Eindruck: Welche Bücher kommen für den Literarischen Salon in Frage? Auf welchen Roman sollen wir uns dann konzentrieren? Und welche*r Autor*in ist möglicherweise schon wenige Monate später zu Gast in Hannover?

Bemerkung

Teilnehmerzahl: 25

Praxis-Seminar des Literarischen Salons: Kulturveranstaltungen

Seminar, SWS: 2, Max. Teilnehmer: 25
Meyer-Kovac, Jens | Reichard, Mariel Louisa

Mi wöchentl. 12:00 - 14:00 20.10.2021 - 26.01.2022 1502 - 116

Kommentar

Die Lesungen und Gesprächsveranstaltungen zu Themen aus Literatur, Kultur, Wissenschaft und Gesellschaft des Literarischen Salons wenden sich an ein kulturinteressiertes Publikum aus Hannover und der Region. Für die Seminarteilnehmer*innen dient der Literarische Salon als Praxisfeld, in dem zentrale Aspekte der Literaturvermittlung und des Kulturmanagements beispielhaft vermittelt werden und wo gleichzeitig Einblicke in den aktuellen Kulturbetrieb genommen werden können. Schriftliche Aufgaben (Einladungsschreiben, Presse- oder Programmtexte etc.) und praktische Übungen (Moderation, Präsentation) werden ergänzt durch Besuche von Salon-Veranstaltungen des laufenden Semesters. Am Ende soll aus dem Seminar eine gemeinsam erarbeitete Veranstaltung hervorgehen, welche die Seminarteilnehmer*innen selbstständig planen und die sie im Programm des Literarischen Salons praktisch umsetzen können.

Bemerkung

Teilnehmerzahl: 25

Electives (AAS9)

Lektüre-Kolloquium des Literarischen Salons: Neuestes vom Buchmarkt

Seminar, SWS: 2, Max. Teilnehmer: 25
Meyer-Kovac, Jens | Vogel, Matthias

Mi wöchentl. 16:00 - 18:00 20.10.2021 - 26.01.2022 1502 - 103

Kommentar Der Literarische Salon organisiert Lesungen und Gesprächsveranstaltungen zu Themen aus Literatur, Kultur, Wissenschaft und Gesellschaft. Eingeladen werden Regisseur*innen, Künstler*innen, Publizist*innen, Wissenschaftler*innen – und natürlich Schriftsteller*innen aus dem In- und Ausland. Das die Salon-Programme begleitende Kolloquium ist ein Lektürekurs zu den aktuellsten Veröffentlichungen des Buchmarkts unter den realen Bedingungen einer Veranstaltungs- bzw. Lesungsreihe. Dort ist Sorgfalt ebenso gefragt wie Tempo. Deshalb spielt im Kolloquium beides eine Rolle: Ausführlich analysiert werden zwei bis drei Romane, deren Autor*innen im Salon zu Gast sind. Zusätzlich blicken wir in Bücher, die es noch gar nicht gibt: Anhand von Druckfahnen oder eigens vorproduzierten Leseexemplaren sichten wir mehrere geplante, aber noch nicht veröffentlichte Titel. Hier zählt zunächst der erste Eindruck: Welche Bücher kommen für den Literarischen Salon in Frage? Auf welchen Roman sollen wir uns dann konzentrieren? Und welche*r Autor*in ist möglicherweise schon wenige Monate später zu Gast in Hannover?

Bemerkung Teilnehmerzahl: 25

Praxis-Seminar des Literarischen Salons: Kulturveranstaltungen

Seminar, SWS: 2, Max. Teilnehmer: 25
Meyer-Kovac, Jens | Reichard, Mariel Louisa

Mi wöchentl. 12:00 - 14:00 20.10.2021 - 26.01.2022 1502 - 116

Kommentar Die Lesungen und Gesprächsveranstaltungen zu Themen aus Literatur, Kultur, Wissenschaft und Gesellschaft des Literarischen Salons wenden sich an ein kulturinteressiertes Publikum aus Hannover und der Region. Für die Seminarteilnehmer*innen dient der Literarische Salon als Praxisfeld, in dem zentrale Aspekte der Literaturvermittlung und des Kulturmanagements beispielhaft vermittelt werden und wo gleichzeitig Einblicke in den aktuellen Kulturbetrieb genommen werden können. Schriftliche Aufgaben (Einladungsschreiben, Presse- oder Programmtexte etc.) und praktische Übungen (Moderation, Präsentation) werden ergänzt durch Besuche von Salon-Veranstaltungen des laufenden Semesters. Am Ende soll aus dem Seminar eine gemeinsam erarbeitete Veranstaltung hervorgehen, welche die Seminarteilnehmer*innen selbstständig planen und die sie im Programm des Literarischen Salons praktisch umsetzen können.

Bemerkung Teilnehmerzahl: 25

Research and Internship (AAS10)

Masterstudiengang Deutsche und Englische Linguistik /German and English Linguistics (ehemals Funktionale und Angewandte Linguistik / Functional and Applied Linguistics)

Das Angebot für den Masterstudiengang "Deutsche und Englische Linguistik / German and English Linguistics" finden Sie im Vorlesungsverzeichnis der Philosophischen Fakultät unter "Interdisziplinäre Masterstudiengänge".