

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

Foundations Linguistics (LingF1/LingF2)

LingF1

LingF1: Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 35
Troitzschel, Yasmin

Do wöchentl. 12:00 - 14:00 21.04.2022 - 21.07.2022 1502 - 703

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 01.03. - 31.03.2022 / Prerequisites – none / Further Information – yasmin.troitzschel@engsem.~

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

LingF2

LingF2: Introduction to Linguistics II

Vorlesung, SWS: 2, Max. Teilnehmer: 70
Altendorf, Ulrike| Troitzschel, Yasmin

Mo wöchentl. 10:00 - 12:00 25.04.2022 - 18.07.2022 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 analyse the function it fulfills.

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 01.03. - 31.03.2022 / Prerequisites – LingF1 / Further Information – yasmin.troitzschel@engsem.~

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

LingF2: Introduction to Linguistics II

Vorlesung, SWS: 2
Jalanesh, Aida

Di wöchentl. 16:00 - 18:00 19.04.2022 - 19.07.2022 1507 - 004

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 01.03. - 31.03.2022 / Prerequisites – LingF1 / Further Information –jalanesh.aida@engsem.~
Literatur	Required Reading: Herbst, Thomas. 2010. <i>English Linguistics</i> . Berlin/New York: Walter de Gruyter.

LingF2: Introduction to Linguistics II

Vorlesung, SWS: 2
Jalanesh, Aida

Di wöchentl. 12:00 - 14:00 19.04.2022 - 19.07.2022 1507 - 004

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Bemerkung	Registration – Stud.IP 01.03. - 31.03.2022 / Prerequisites – LingF1 / Further Information –jalanesh.aida@engsem.~
Literatur	Required Reading: Herbst, Thomas. 2010. <i>English Linguistics</i> . Berlin/New York: Walter de Gruyter.

Intermediate Linguistics (LingF3/LingF4)

LingF3

LingF3: Phonetics & Phonology

Vorlesung, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Mi wöchentl. 10:00 - 12:00 13.04.2022 - 20.07.2022 1502 - 615

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 01.03.-31.03.2022 / <i>Prerequisites</i> – LingF1 and LingF2 (if applicable) / <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

LingA1/A2, LingF4: Increasing teaching proficiency via researching learner language

Seminar, SWS: 2, Max. Teilnehmer: 20
Hohaus, Pascal

Di Einzel	09:00 - 16:30	07.06.2022 - 07.06.2022	1502 - 703
Mi Einzel	09:00 - 16:30	08.06.2022 - 08.06.2022	1502 - 703
Do Einzel	09:00 - 16:30	09.06.2022 - 09.06.2022	1502 - 703
Fr Einzel	09:00 - 16:30	10.06.2022 - 10.06.2022	1502 - 703

- Kommentar** In diesem Workshop für Bachelorstudierende erproben Sie linguistische Analyse im Kontext des Sprachgebrauchs von *foreign language learners*. Sie erkennen beispielsweise typische Charakteristika einer „interlanguage“ und identifizieren Verbesserungspotentiale. Sie erweitern Ihre sprachwissenschaftlichen Methodenkompetenz und erwerben zudem berufsfeldbezogene Fähigkeiten im Hinblick auf Ihre eigene Lehrpraxis als angehende Englischlehrkräfte.
- Das Seminar ist Teil eines Lehr-Lern-Projekts, das vom Niedersächsischen Ministerium für Wissenschaft und Kultur im Rahmen des Programms „Innovation Plus 2022/2023“ gefördert wird. Bei mehr als 20 Anmeldungen muss sich die Seminarleitung im Interesse der Repräsentativität des Forschungsergebnisses die Auswahl der Teilnehmenden vorbehalten.
- Bemerkung** *Size restriction* – 20 / *Prerequisites* – LingF1, LingF2 & LingF4 / *Further Information* – pascal.hohaus@engsem.~

LingF4/M5, M9: English Dialectology

Seminar, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 103

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.

Bemerkung *Registration* – StudIP 01.03. - 31.03.22 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

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

LingF1

LingF1: Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 35
Troitzschel, Yasmin

Do wöchentl. 12:00 - 14:00 21.04.2022 - 21.07.2022 1502 - 703

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Bemerkung Registration – Stud.IP 01.03. - 31.03.2022 / *Prerequisites* – none / *Further Information* – yasmin.troitzschel@engsem.~

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

LingF2

LingF2: Introduction to Linguistics II

Vorlesung, SWS: 2, Max. Teilnehmer: 70
 Altendorf, Ulrike | Troitzschel, Yasmin

Mo wöchentl. 10:00 - 12:00 25.04.2022 - 18.07.2022 1502 - 103

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Bemerkung Registration – Stud.IP 01.03. - 31.03.2022 / Prerequisites – LingF1 / Further Information –yasmin.troitzschel@engsem.~

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

LingF2: Introduction to Linguistics II

Vorlesung, SWS: 2
 Jalanesh, Aida

Di wöchentl. 16:00 - 18:00 19.04.2022 - 19.07.2022 1507 - 004

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Bemerkung Registration – Stud.IP 01.03. - 31.03.2022 / Prerequisites – LingF1 / Further Information –jalanesh.aida@engsem.~

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

LingF2: Introduction to Linguistics II

Vorlesung, SWS: 2
 Jalanesh, Aida

Di wöchentl. 12:00 - 14:00 19.04.2022 - 19.07.2022 1507 - 004

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Bemerkung Registration – Stud.IP 01.03. - 31.03.2022 / Prerequisites – LingF1 / Further Information –jalanesh.aida@engsem.~

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

LingF4

LingA1/A2, LingF4: Increasing teaching proficiency via researching learner language

Seminar, SWS: 2, Max. Teilnehmer: 20
 Hohaus, Pascal

Di Einzel	09:00 - 16:30	07.06.2022 - 07.06.2022	1502 - 703
Mi Einzel	09:00 - 16:30	08.06.2022 - 08.06.2022	1502 - 703
Do Einzel	09:00 - 16:30	09.06.2022 - 09.06.2022	1502 - 703
Fr Einzel	09:00 - 16:30	10.06.2022 - 10.06.2022	1502 - 703

- Kommentar In diesem Workshop für Bachelorstudierende erproben Sie linguistische Analyse im Kontext des Sprachgebrauchs von *foreign language learners*. Sie erkennen beispielsweise typische Charakteristika einer „interlanguage“ und identifizieren Verbesserungspotentiale. Sie erweitern Ihre sprachwissenschaftlichen Methodenkompetenz und erwerben zudem berufsfeldbezogene Fähigkeiten im Hinblick auf Ihre eigene Lehrpraxis als angehende Englischlehrkräfte.
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- Bemerkung *Size restriction – 20 / Prerequisites – LingF1, LingF2 & LingF4 / Further Information – pascal.hohaus@engsem.~*

LingF4/M5, M9: English Dialectology

Seminar, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 103

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.

Bemerkung *Registration – StudIP 01.03. - 31.03.22 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~*

Literatur Required Reading - Texts will be provided in class.

Advanced Linguistics (LingA1/LingA2)

LingA1

Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast

Seminar, SWS: 2, Max. Teilnehmer: 50
Diewald, Gabriele| Schulze, Rainer

Di wöchentl. 10:00 - 12:00 12.04.2022 - 23.07.2022 1502 - 506

Kommentar This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system,

(pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.

Literatur *Literatur e* – recommended reading:
 König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.
 An additional reader will be made available at the beginning of the semester.

LingA1/A2, LingF4: Increasing teaching proficiency via researching learner language

Seminar, SWS: 2, Max. Teilnehmer: 20
 Hohaus, Pascal

Di Einzel 09:00 - 16:30 07.06.2022 - 07.06.2022 1502 - 703
 Mi Einzel 09:00 - 16:30 08.06.2022 - 08.06.2022 1502 - 703
 Do Einzel 09:00 - 16:30 09.06.2022 - 09.06.2022 1502 - 703
 Fr Einzel 09:00 - 16:30 10.06.2022 - 10.06.2022 1502 - 703

Kommentar In diesem Workshop für Bachelorstudierende erproben Sie linguistische Analyse im Kontext des Sprachgebrauchs von *foreign language learners*. Sie erkennen beispielsweise typische Charakteristika einer „interlanguage“ und identifizieren Verbesserungspotentiale. Sie erweitern Ihre sprachwissenschaftlichen Methodenkompetenz und erwerben zudem berufsfeldbezogene Fähigkeiten im Hinblick auf Ihre eigene Lehrpraxis als angehende Englischlehrkräfte.
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Bemerkung *Size restriction* – 20 / *Prerequisites* – LingF1, LingF2 & LingF4 / *Further Information* – pascal.hohaus@engsem.~

LingA1/A2, M5, M9: Sociolinguistic Theories (FüBa, MEd)

Seminar, SWS: 2, Max. Teilnehmer: 40
 Altendorf, Ulrike

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar This course will look at the three waves of sociolinguistics. It will discuss the relevant theories proposed by Labov, Trudgill, Milroy, Eckert and Johnstone and a range of classic and current case empirical studies to illustrate these theories.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
 Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703
Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – LingF1-LingF4 / Further Information –ulrike.altendorf@engsem.~
Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703
Kommentar How are humorous meanings generated and interpreted? Understanding a joke or pun or riddle involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke, the pun or the riddle (a matter of pragmatics and cognitive science). This seminar will introduce and (sometimes) critique a wide range of semantic and pragmatic theories in relation to humour, such as Arthur Koestler's bisociation theory of humour, Victor Raskin's script-based theory of jokes, the General Theory of Verbal Humor by Victor Raskin and Salvatore Attardo, Salvatore Attardo's Linear Theory of Humor, the analysis of puns by Salvatore Attardo, the relationship between humour and pragmatic maxims as explored by Herbert P. Grice, Dan Sperber and Deirdre Wilson, etc. Each theory will be complemented by discussion topics, countless linguistic examples and suggestions for further reading and will thus encourage a critical approach to semantic, pragmatic and cognitive issues. Beware, attending this seminar is no laughing matter...
Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.
Bemerkung *Registration* – Stud.IP 01.03.2022-09.04.2022
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 All reading material will be provided in class

LingA2

Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast

Seminar, SWS: 2, Max. Teilnehmer: 50
Diewald, Gabriele | Schulze, Rainer

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Literatur *Literatur e* – recommended reading:
König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

An additional reader will be made available at the beginning of the semester.

LingA1/A2, LingF4: Increasing teaching proficiency via researching learner language

Seminar, SWS: 2, Max. Teilnehmer: 20
Hohaus, Pascal

Di Einzel	09:00 - 16:30	07.06.2022 - 07.06.2022	1502 - 703
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Bemerkung *Size restriction* – 20 / *Prerequisites* – LingF1, LingF2 & LingF4 / *Further Information* – pascal.hohaus@engsem.~

LingA1/A2, M5, M9: Sociolinguistic Theories (FüBa, MEd)

Seminar, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Di wöchentl.	16:00 - 18:00	12.04.2022 - 19.07.2022	1502 - 609
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Kommentar This course will look at the three waves of sociolinguistics. It will discuss the relevant theories proposed by Labov, Trudgill, Milroy, Eckert and Johnstone and a range of classic and current case empirical studies to illustrate these theories.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – LingF1-LingF4 / Further Information –ulrike.altendorf@engsem.~

Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703

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Bemerkung *Registration* – Stud.IP 01.03.2022-09.04.2022

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 All reading material will be provided in class

Foundations Literature and Culture (AmerBritF1)

AmerBritF1

AmerBritF1: Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 24
Brinker, Felix

Di wöchentl. 14:00 - 16:00 19.04.2022 - 19.07.2022 1502 - 613

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 01.03.-31.03.2022 / 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.

Intermediate American Literature and Culture (AmerF2/AmerF3)

AmerF2

AmerF3

AmerF3: Colonialism and the Bildungsroman in Canada and the US

Seminar, SWS: 2, Max. Teilnehmer: 25
Fagan, Abigail

Do wöchentl. 12:00 - 14:00 14.04.2022 - 21.07.2022 1502 - 609

Kommentar In this course, we will hone our skills as close readers and literary critics through consideration of two novels, Colson Whitehead's *The Nickel Boys* and Cherie Dimaline's *The Marrow Thieves*. In addition to engaging these texts in terms of genre, we will also consider the ways in which these novels grapple with education and domination through group discussions of historical and theoretical contexts. Both novels play upon the genre of the *bildungsroman* by reimagining exchanges between ostensibly education-oriented institutions and colonized subjects, particularly Black people in the United States and Indigenous people in Canada.

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture / Further information – abigail.fagan@engsem.~

Literatur Please purchase *The Nickel Boys* and *The Marrow Thieves*. Please consider using alternatives to international corporations with your purchase; Annabee in Hannover and jpc.de are good options.

AmerF3: Literature and Culture of the 1960s

Seminar, SWS: 4, Max. Teilnehmer: 25
Brasch, Ilka

Do wöchentl. 14:00 - 18:00 21.04.2022 - 16.06.2022 1502 - 703

Kommentar The 1960s in the United States was a decade of cultural uproar and a reevaluation of existing norms and ideals. Politically and culturally, the decade is informed by the Cold War and its political crises and by the Civil Rights Movement. At the same time, literature of the 'psychedelic sixties' reflects and engages critically with the use of mind-expanding drugs and bears witness to a shifting understanding of mental illness. Moreover, 1960s literature returns time and again to conceptions of gender in terms of a reconsideration of female gender norms in American society. In this class, we will consider these multiple issues by studying a choice of literary texts from the era, including Sylvia Plath's *The Bell Jar* (1963) and Maya Angelou's *I Know Why the Caged Bird Sings* (1969), as well as other forms such as essays and film. Please note the scheduling of this class: We will meet for one regular 90-minute session on April 21st and then have double sessions, from 2-6pm, from April 28th to June 16th.

Dates: 21.04.2022 – 16.06.2022

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture / Further information – ilka.brasch@engsem.~

Literatur You can use any edition of Plath's and Angelou's novels, but it may be convenient to use the editions I use, which are these: Plath, Sylvia. *The Bell Jar*. Faber & Faber, 2013 (978-0-571-26886-3) / Angelou, Maya. *I Know Why the Caged Bird Sings*. Ballantine, 2015 (978-0-345-51440-0).

AmerF3: Modernism and Modernity in New York City

Seminar, SWS: 2, Max. Teilnehmer: 25
Groß, Florian | Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 11.04.2022 - 18.07.2022 1502 - 609

Kommentar In this class we will cast a look at the ways in which New York City became the paradigmatic modern city at the turn of the twentieth century. In the period from 1910 to 1930, new architectures (the skyscraper), new forms of commodification (advertising, periodicals), and new media of entertainment (film, vaudeville, comics) brought about a pervasive reconfiguration of the urban space, while increasing immigration rates and racial tensions called for new definitions of national identity and ethnicity. New York as the new metropolis was thematized in prose, poetry, film, music, in advertising and magazines, and finally in paintings and photography – and in this class we will be concerned with all of these modes of representation.

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture / Further information – florian.gross@engsem.~

Literatur Please purchase John Dos Passos' *Manhattan Transfer*, any complete edition of the novel will do. More material will be made available on StudIP at the beginning of the semester.

AmerF3: Myths and Monuments

Seminar, SWS: 2, Max. Teilnehmer: 25
Loock, Kathleen

Di wöchentl. 14:00 - 16:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar The murder of George Floyd by Minneapolis police officers in May 2020 sparked international outrage and revived controversies about Confederate monuments in the United States. Across the nation, statues were toppled, parks, schools, and streets renamed, and Confederate flags and symbols removed from public spaces. In this course, we will examine how such symbolic removals from public memory partake not in erasing but in revising national narratives that have long privileged a past of racism, slavery, and colonialism while it omitted the history of minorities and their ongoing struggles against oppression. From Christopher Columbus to Confederates, the course will trace the construction and deconstruction of myths and monuments in the United States. We will study a variety of different materials, including statues as well as literary texts, films, textbooks, and public holidays, in order to critically reflect on how the national past is remembered.

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture / Further information – kathleen.loock@engsem.~

Literatur Will be made available on StudIP

Intermediate British Literature and Culture (BritF2/BritF3)

BritF2

BritF2: Survey of British Literatures and Cultures

Vorlesung, SWS: 2
Gohrisch, Jana

Mi wöchentl. 08:00 - 10:00 13.04.2022 - 20.07.2022 1208 - A001

Kommentar The aim of this lecture series is to provide a broad introduction to the social and political as well as the cultural and literary history of Britain as well as to current debates and conflicts in British politics and culture. The lectures will not only offer historical and cultural facts, but will also question them from the various perspectives of Literary and Cultural Studies theories. Moreover, we will not view literature as a mere illustration

or effect of cultural history, but see it as a complex way of responding to and often challenging it.

In all probability, the lecture will be recorded and made available for viewing on Stud.IP.

Aylica Boock will offer a tutorial (time and place to be announced on Stud.IP). The aim of this tutorial is threefold: 1) to discuss all questions that might have come up in the weekly lecture, 2) to work on exercises recapitulating and supplementing the lecture content and 3) to aid students' preparation for the final exam. Participation is not a prerequisite for taking the final exam, but is strongly recommended.

There are two examination dates students can choose from: 25 August 2022 and 23 February 2023 (10:00-11:00, procedure and lecture hall to be announced).

Bemerkung

Registration – Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1 for FüBA students, none for others

Literatur

Further Information –jana.gohrisch@engsem.~

Recommended Reading

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Kramer, Jürgen. *Britain and Ireland. A Concise History* (2007)

Middeke, Martin et al., eds. *English and American Studies. Theory and Practice* (2012)

Poplawski, Paul, ed. *English Literature in Context*. 2nd ed. (2017)

BritF3

BritF3: Practising Literary Criticism: British and Postcolonial Literatures

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

Mi wöchentl. 10:00 - 12:00 13.04.2022 - 20.07.2022 1502 - 703

Kommentar

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

Bemerkung

Registration – Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1; recommended: BritF2

Further Information –jana.gohrisch@engsem.~

Literatur

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Shakespeare, William. *Othello* (Arden edition).

All other material (including the longer excerpts from *Robinson Crusoe*) will be provided in a reader available for purchase from Copyshop Stork and on Stud.IP.

Reader – Copyshop Stork (Körnerstraße) from 11.04.2022 and Stud.IP

BritF3: Practising Literary Criticism: British Literatures and Cultures (LA Moritz Kiermeier)

Seminar, SWS: 2, Max. Teilnehmer: 40
Kiermeier, Moritz

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 615

Kommentar This seminar accompanies but does not substitute the BritF2 Survey. Participation in the weekly (online) course is mandatory in order to profit from the various exercises conducted in this seminar. 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 William Shakespeare's play *As You Like It*. Further texts read and discussed in this class will include Shakespearean sonnets, excerpts from narrative texts and plays (e.g. Daniel Defoe: *Robinson Crusoe*, Jane Austen: *Pride and Prejudice*, Oscar Wilde: *The Importance of Being Earnest*), as well as paintings by Thomas Gainsborough and J.M.W. Turner. In studying these exemplary texts, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the AmerBritF1 Introduction with a context-oriented reading in order to identify, understand and evaluate the development of literary conventions. Students will be asked to contribute definitions of terms and concepts using relevant specialist literature, such as encyclopaedias, dictionaries and scholarly texts.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1; recommended: BritF2 / Further Information –moritz.kiermeier@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please acquire a copy of William Shakespeare's *As You Like It* in the Arden edition (ed. Juliet Dusinberre, 2006) and read the play in the term break. The other set texts will be provided in a reader available for purchase from Copyshop Stork and on Stud.IP.

Reader – Copyshop Stork (Körnerstraße) from 11.04.2022 and Stud.IP

Advanced Literature and Culture (AmerA/BritA)

AmerA

AmerA, AAS1/2/3, AS: Colonizing America

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

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 609

Kommentar This course explores the colonization of what became the United States of America through historical documents and more recent critical work. We will discuss the historical events and conceptual impact of the colonization of early America and the United States through our synthesis of theoretical ideas and contemporary writing. The primary texts that we consider throughout this course include, for instance, the writings of explorers like John Smith and Meriweather Lewis, court proceedings from the Salem Witch Trials, and passages from poets and authors like Phyllis Wheatley, Harriot Jacobs, and Harriet Beecher Stowe. These primary texts will then be paired with more recently written critiques of American colonization by theorists from Black and Critical Indigenous Studies, including Katherine McKittrick, Hortense Spillers, Lisa Brooks, and Nick Estes. We will focus in particular on the role that bodies of water like the Atlantic Ocean and the Ohio and Missouri Rivers shaped and were shaped by the colonial hierarchies that have created the United States as we know it today.

- Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~
- Literatur All texts for this class will be made available on StudIP.

AmerA, AAS1/3: Formations of the Self in Autofiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Youssef, Lujain

Fr wöchentl. 10:00 - 12:00 15.04.2022 - 22.07.2022 1502 - 609

Kommentar Serge Doubrovsky writes, “As soon as I write myself, I invent myself.” Doubrovsky coined the term ‘autofiction’ that foregrounds notions of self-discovery, individuality and subjectivity. However, many autofictional characteristics have already existed in the Anglophone world before the term had gained popularity. Currently, exploring and working on autofiction has become a vital area of research engaging with questions about identity, selfhood, and truth. Focusing on autobiographical theory in this class, we will deal with questions like: what is autofiction? How does it deal with identity and forms of representation? How does this genre affect our understanding of self-formation in literature? And how does it deal with concepts like falsehood, authenticity, and truth in narrating the self?

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – lujain.youssef@engsem.~

Literatur Will be made available on StudIP.

AmerA, AAS1, AS: Theorizing Mass Culture, Popular Culture, Media Culture

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

Mo wöchentl. 16:00 - 18:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar In this theory-centric seminar, we will engage with a number of different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary popular entertainment and media culture. Text to be discussed include early works from the tradition of German critical theory (such as Walter Benjamin’s famous essay on “The Work of Art in the Age of its Technological Reproducibility” and Theodor W. Adorno’s essays on the “Culture Industry”), Marshall McLuhan’s writings on media as “extensions” human bodily capacity, cultural studies approaches to the agency of media audiences and the logics of “participatory culture,” system-theoretical approaches to the mass media as well as research on popular serial forms and the specific logics of digital-era entertainments. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of popular entertainments in the mundane routines of life under capitalism, audiences’ ability to critically engage with and appropriate media contents for their own purposes, and the media’s contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory, but should be prepared to engage with theoretical, philosophical, and often difficult texts on the subject matter.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur Will be made available on StudIP.

AmerA, AAS2/3/4, AS: Periodical Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40

Brinker, Felix| Mayer, Ruth

Di	wöchentl.	10:00 - 12:00	12.04.2022 - 19.07.2022	1502 - 609
Kommentar	In the nineteenth century, periodicals (newspapers, illustrated magazines, penny-papers, academic and specialized journals and much more) boomed in the United States. At around the turn of the century, these media entered into a complicated – both collaborative and competitive – interrelation with the emerging mass media of the twentieth century: cinema, comics, radio. In this class we will pay close attention to how periodical cultures shaped the US-American cultures of entertainment, knowledge and information at large, and how they contributed to the formation of niches, special interest groups, and subcultures in the United States. We will investigate particular periodical formats (the literary magazine, the illustrated women's magazine, the little magazine), but also look at how individual writers and artists responded to the phenomena of the new publishing markets. We will be particularly concerned with text-image relations and the formal effects of serialization or intermediality in this context.			
Bemerkung	Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~			
Literatur	All texts for this class will be made available on StudIP.			

AmerA, AAS2/3, AS: Post-Race Literature

Seminar, SWS: 4, Max. Teilnehmer: 40
Oldehus, Anna-Lena

Fr	wöchentl.	12:00 - 16:00	17.06.2022 - 22.07.2022	1502 - 609
Kommentar	In this class, we will engage with contemporary fictional texts that cross the border of a nation state and problematize notions of race, nationhood, and ethnic identity. While literary scholar Ramón Saldívar proposes the 21 st century to be the age of 'postrace literature,' authors such as Junot Díaz refute the term for fear of cultivating colorblindness. Besides looking at political, social, and economic forces that inform contemporary writing, we will also engage with questions of envisioning authorship and writing in our times. This class is designed to enable students to become aware of the global dimensions of literary texts and to become familiar with critical concepts such as border theory, postcolonial studies, and decolonization.			
Bemerkung	Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~			
Literatur	In this class we will read Daphne Palasi Andreades' debut novel <i>Brown Girls</i> (2022). Avoid Amazon and check out your local bookshops or buy your books second-hand on platforms (like blackwells.co.uk, for instance).			

AmerA, AAS2, AS: Early American Political Fiction

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

Mi	wöchentl.	12:00 - 14:00	13.04.2022 - 20.07.2022	1502 - 609
Kommentar	This class will zoom in on the first decades of the United States as a republic and on the fictions that accompanied the young nation's inaugural years. In the 1790s and early 1800s, what we now call 'the novel' was not yet defined as it is today, and political fictions appeared in a variety of forms, like serialized picaresque tales, magazine publications, or plays. The result was a literary public sphere that debated social and political ideals in creative ways, producing critical, humorous, satirical, or utopian fictions. Throughout the semester, we will engage with texts that at a first glance seem strange to contemporary readers, such as H. H. Brackenridge's <i>Modern Chivalry</i> (1792-1815, excerpts), or the anonymously published <i>Equality – A Political Romance</i> (1802) – texts that need to be understood in their own historical context but also beyond it, as reflections of what was and what should be, or what could have been. Students who take this course do not need			

	extensive prior knowledge about the history of the United States but should be interested in historical subjects.
Bemerkung	Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~
Literatur	All texts for this class will be made available on StudIP.

AmerA, AAS4: Film Remakes and Franchises

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 609

Kommentar	In this course, we will study Hollywood's long history of repeating, continuing, and revising familiar material and critically engage with theoretical approaches to the film remake, sequel, franchise, and reboot. We will trace how the industrial and cultural patterns of Hollywood's remaking have changed over time and discuss the economic, political, and cultural implications of film remakes and franchises, from <i>Stella Dallas</i> to <i>Star Wars</i> and <i>Jurassic World</i> . Students will be able to follow their own research interests and contribute to work that is being done in the field of remake studies: they can choose a film remake, sequel, or reboot they want to investigate, applying the tools and knowledge this course provides.
Bemerkung	Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / 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, AAS4: Television, Genre, Seriality: The O.C.

Seminar, SWS: 2, Max. Teilnehmer: 40
Groß, Florian

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 615

Kommentar	Through a semester-long case study of the classic teen drama <i>The O.C.</i> (Fox, 2003-2007), this class will provide an in-depth introduction to the academic study of television and television series. After a brief look at US television's history and the history of theoretical approaches to studying television, we will engage with the history of teen-oriented texts in film and on TV. In the context of our analysis of the series, we will apply critical formal concepts and categories (e.g. narrative, visual style, editing, genre, seriality) to various episodes and seasons of <i>The O.C.</i> Finally, the case study will serve to exemplify readings of television series along the lines of gender, class, and ethnicity, as well as modern consumer capitalism, cool youth culture, and media convergence.
Bemerkung	Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – florian.gross@engsem.~
Literatur	Will be made available on StudIP.

BritA

BritA, AAS1: Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 12.04.2022 - 19.07.2022 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
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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 Registration – Stud.IP 01.-31.03.2022 / 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" (2022), 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. (2017).

Brontë, Charlotte. *Jane Eyre* (preferred edition: Norton 2001 or 2016, also feasible: Oxford World's Classics or 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 in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP. The "Guidelines" are on the website of the English Department, on Stud.IP and for sale in the copyshop.

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

Reader – Copyshop Stork (Körnerstraße) from 11.04.2022 and Stud.IP

BritA, AAS2/3/4: Charles Dickens: From Text to Screen

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

Di wöchentl. 12:00 - 14:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar Exploring the enduring appeal of Charles Dickens's writing, this seminar focuses on *Oliver Twist* (1838) and *Great Expectations* (1860/61) and some of their major screen adaptations. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of literary and cultural history acquired in the Survey lecture (BritF2), we will start with a thorough examination of how the canonical novels negotiate the social realities of nineteenth-century England on the level of plot, setting, narration and character. Following an introduction to the key concerns and practices of adaptation studies as well as film analysis, we shall then turn to selected adaptations of *Oliver Twist* (2004, dir.: Tim Greene; 2005, dir.: Roman Polanski) and *Great Expectations* (1946, dir.: David Lean; 1998, dir.: Alfonso Cuarón), investigating their critical potential by locating them in the wider theoretical frameworks of intertextuality and rewriting, postcolonialism and cultural materialism.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase Charles Dickens's *Oliver Twist* and *Great Expectations* in well-annotated editions (e.g. Penguin Classics, Oxford World's Classics). All other material as well as a list of film studies terms will be provided on Stud.IP. Please read at least *Oliver Twist* during term break, i.e. before the course begins.

Please note that the film screenings will not take place during our regular seminar meetings. There will be at least four extra sessions.

BritA, AAS2/3/5, AS: British and Postcolonial Studies

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

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 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. Practising 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 shall 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.

Bemerkung Registration – Stud.IP 01.- 31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information – jana.gohrisch@engsem.de~

Literatur Please study the "Guidelines and Reading Material British and Postcolonial Studies" (website of the English Department, on Stud.IP and for sale in Copyshop Stork) 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).

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Andrea Levy. *The Long Song* (2010)

BritA, AAS2/3: Early Modern Drama

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

Mo wöchentl. 10:00 - 12:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar While William Shakespeare's plays are continuously taught and performed, his prominent contemporaries often receive less attention. The aim of this advanced class will be to read not only Shakespeare's plays, but also two other Early Modern plays to investigate constructions of gender and class in famous comedies and tragedies of the time. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret three plays (using the categories of literary analysis from AmerBritF1). We will begin with Christopher Marlowe's tragedy *The Tragical History of the Life and Death of Doctor Faustus* before reading William Shakespeare's *Twelfth Night*. Lastly, we will discuss Ben Jonson's comedy *The Alchemist*.

Bemerkung Registration Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –janna-lena.neumann@engsem.~

Literatur *Required Reading and Purchase*
 Christopher Marlowe. *The Tragical History of the Life and Death of Doctor Faustus*. (e.g. Oxford World's Classics or Norton edition)
 William Shakespeare. *Twelfth Night*. (Ideally Arden edition)
 Ben Jonson. *The Alchemist*. (e.g. Penguin or Oxford World's Classics edition)
 Students are strongly advised to read *Doctor Faustus* **before** the course begins.

BritA, AAS2/4: Sherlock Holmes - A Study in Adaptation

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 103

Kommentar Sherlock Holmes ranks amongst the most frequently adapted literary characters of all time, boasts one of oldest fandoms, and has long been considered the key figure and starting point of 'classic detective fiction'. But wherein lies the continued fascination with the world of Sherlock Holmes and how has it changed over time?

The canon of Arthur Conan Doyle's work and its countless, varied adaptations, parodies, and pastiches form a complex network of intertextual ties, which will be the object of this seminar.

We will begin with Arthur Conan Doyle's *A Study in Scarlet* (1887) and selected short stories, considering their historical context, and examining character design, genre conventions as well as imperial implications.

Applying methods of adaptation studies beyond prescriptive 'fidelity-criticism', we will then examine page to screen adaptations from the Granada series (1984-1994) to BBC's *Sherlock* (2010-2017), Neil Gaiman's genre-straddling short story "A Study in Emerald" (2003), and postcolonial rewriting in the form of a translation of the Bengali short story "The Will that Vanished" (1961/88) by Saradindu Bandyopadhyay.

Continuing to explore how Conan Doyle's creation has been adapted and appropriated for different audiences, we will turn to *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), the neo-Victorian YA-novel and its subsequent Netflix adaptation (2020). To close the seminar, we will discuss the role of fandom in both Graham Moore's novel *The Sherlockian* (2010) as well as the wider 'Holmesian' or 'Sherlockian' 'metaverse'.

Bemerkung Registration – Stud.IP 01.- 31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please purchase your own copies of the novels Arthur Conan Doyle: *A Study in Scarlet* (1887), Nancy Springer: *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), and Graham Moore: *The Sherlockian* (2010). The short stories and secondary texts will be made available on Stud.IP. Access to filmic adaptations will be clarified on the first day of class.

Be advised, this is a course with a heavy reading load. Please already read Arthur Conan Doyle's *A Study in Scarlet* (1887) during term break i.e. before the course begins !

BritA, AAS3/5, AS: Contemporary Indian Fiction

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

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar This seminar invites students to make their beginnings in postcolonial theory by investigating recent Indian fiction. Following the discussion of excerpts from Shashi Tharoor's non-fictional text *Inglorious Empire: What the British Did to India* (2018), we shall familiarise ourselves with the key concerns and practices of postcolonial studies before applying its central concepts to a selection of Indian-authored texts. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1), we will read short stories by Salman Rushdie (*East, West*, 1994) and Jhumpa Lahiri (*Interpreter of Maladies*, 1999), among others, through the postcolonial lens. Our focus will be on Madhuri Vijay's prize-winning novel *The Far Field* (2019) and its means of representing India's colonial history, the postcolonial nation, diaspora, class and gender. By the end of the seminar, you will have encountered many new concepts which help you develop your independent reading of other prose narratives by contemporary Indian writers.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase John McLeod's *Beginning Postcolonialism* (2nd edition, Manchester UP, 2010), and Madhuri Vijay's *The Far Field* (any edition). All other material will be provided on Stud.IP. Please read McLeod's textbook and Madhuri's novel during term break, i.e. before the course begins.

Focus Module (AmerA/BritA/LingA1/LingA2)

AmerA

AmerA, AAS1/2/3, AS: Colonizing America

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

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 609

Kommentar This course explores the colonization of what became the United States of America through historical documents and more recent critical work. We will discuss the historical

events and conceptual impact of the colonization of early America and the United States through our synthesis of theoretical ideas and contemporary writing. The primary texts that we consider throughout this course include, for instance, the writings of explorers like John Smith and Meriweather Lewis, court proceedings from the Salem Witch Trials, and passages from poets and authors like Phyllis Wheatley, Harriot Jacobs, and Harriet Beecher Stowe. These primary texts will then be paired with more recently written critiques of American colonization by theorists from Black and Critical Indigenous Studies, including Katherine McKittrick, Hortense Spillers, Lisa Brooks, and Nick Estes. We will focus in particular on the role that bodies of water like the Atlantic Ocean and the Ohio and Missouri Rivers shaped and were shaped by the colonial hierarchies that have created the United States as we know it today.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS1/3: Formations of the Self in Autofiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Youssef, Lujain

Fr wöchentl. 10:00 - 12:00 15.04.2022 - 22.07.2022 1502 - 609

Kommentar Serge Doubrovsky writes, “As soon as I write myself, I invent myself.” Doubrovsky coined the term ‘autofiction’ that foregrounds notions of self-discovery, individuality and subjectivity. However, many autofictional characteristics have already existed in the Anglophone world before the term had gained popularity. Currently, exploring and working on autofiction has become a vital area of research engaging with questions about identity, selfhood, and truth. Focusing on autobiographical theory in this class, we will deal with questions like: what is autofiction? How does it deal with identity and forms of representation? How does this genre affect our understanding of self-formation in literature? And how does it deal with concepts like falsehood, authenticity, and truth in narrating the self?

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – lujain.youssef@engsem.~

Literatur Will be made available on StudIP.

AmerA, AAS1, AS: Theorizing Mass Culture, Popular Culture, Media Culture

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

Mo wöchentl. 16:00 - 18:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar In this theory-centric seminar, we will engage with a number of different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary popular entertainment and media culture. Text to be discussed include early works from the tradition of German critical theory (such as Walter Benjamin’s famous essay on “The Work of Art in the Age of its Technological Reproducibility” and Theodor W. Adorno’s essays on the “Culture Industry”), Marshall McLuhan’s writings on media as “extensions” human bodily capacity, cultural studies approaches to the agency of media audiences and the logics of “participatory culture,” system-theoretical approaches to the mass media as well as research on popular serial forms and the specific logics of digital-era entertainments. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of popular entertainments in the mundane routines of life under capitalism, audiences’ ability to critically engage with and appropriate media contents for their own purposes, and the media’s contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory,

but should be prepared to engage with theoretical, philosophical, and often difficult texts on the subject matter.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur Will be made available on StudIP.

AmerA, AAS2/3/4, AS: Periodical Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix | Mayer, Ruth

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar In the nineteenth century, periodicals (newspapers, illustrated magazines, penny-papers, academic and specialized journals and much more) boomed in the United States. At around the turn of the century, these media entered into a complicated – both collaborative and competitive – interrelation with the emerging mass media of the twentieth century: cinema, comics, radio. In this class we will pay close attention to how periodical cultures shaped the US-American cultures of entertainment, knowledge and information at large, and how they contributed to the formation of niches, special interest groups, and subcultures in the United States. We will investigate particular periodical formats (the literary magazine, the illustrated women's magazine, the little magazine), but also look at how individual writers and artists responded to the phenomena of the new publishing markets. We will be particularly concerned with text-image relations and the formal effects of serialization or intermediality in this context.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS2/3, AS: Post-Race Literature

Seminar, SWS: 4, Max. Teilnehmer: 40
Oldehus, Anna-Lena

Fr wöchentl. 12:00 - 16:00 17.06.2022 - 22.07.2022 1502 - 609

Kommentar In this class, we will engage with contemporary fictional texts that cross the border of a nation state and problematize notions of race, nationhood, and ethnic identity. While literary scholar Ramón Saldívar proposes the 21st century to be the age of 'postrace literature,' authors such as Junot Díaz refute the term for fear of cultivating colorblindness. Besides looking at political, social, and economic forces that inform contemporary writing, we will also engage with questions of envisioning authorship and writing in our times. This class is designed to enable students to become aware of the global dimensions of literary texts and to become familiar with critical concepts such as border theory, postcolonial studies, and decolonization.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~

Literatur In this class we will read Daphne Palasi Andreades' debut novel *Brown Girls* (2022). Avoid Amazon and check out your local bookshops or buy your books second-hand on platforms (like blackwells.co.uk, for instance).

AmerA, AAS2, AS: Early American Political Fiction

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

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 609

- Kommentar** This class will zoom in on the first decades of the United States as a republic and on the fictions that accompanied the young nation's inaugural years. In the 1790s and early 1800s, what we now call 'the novel' was not yet defined as it is today, and political fictions appeared in a variety of forms, like serialized picaresque tales, magazine publications, or plays. The result was a literary public sphere that debated social and political ideals in creative ways, producing critical, humorous, satirical, or utopian fictions. Throughout the semester, we will engage with texts that at a first glance seem strange to contemporary readers, such as H. H. Brackenridge's *Modern Chivalry* (1792-1815, excerpts), or the anonymously published *Equality – A Political Romance* (1802) – texts that need to be understood in their own historical context but also beyond it, as reflections of what was and what should be, or what could have been. Students who take this course do not need extensive prior knowledge about the history of the United States but should be interested in historical subjects.
- Bemerkung** Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~
- Literatur** All texts for this class will be made available on StudIP.

AmerA, AAS4: Film Remakes and Franchises

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 609

- Kommentar** In this course, we will study Hollywood's long history of repeating, continuing, and revising familiar material and critically engage with theoretical approaches to the film remake, sequel, franchise, and reboot. We will trace how the industrial and cultural patterns of Hollywood's remaking have changed over time and discuss the economic, political, and cultural implications of film remakes and franchises, from *Stella Dallas* to *Star Wars* and *Jurassic World*. Students will be able to follow their own research interests and contribute to work that is being done in the field of remake studies: they can choose a film remake, sequel, or reboot they want to investigate, applying the tools and knowledge this course provides.
- Bemerkung** Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / 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, AAS4: Television, Genre, Seriality: The O.C.

Seminar, SWS: 2, Max. Teilnehmer: 40
Groß, Florian

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 615

- Kommentar** Through a semester-long case study of the classic teen drama *The O.C.* (Fox, 2003-2007), this class will provide an in-depth introduction to the academic study of television and television series. After a brief look at US television's history and the history of theoretical approaches to studying television, we will engage with the history of teen-oriented texts in film and on TV. In the context of our analysis of the series, we will apply critical formal concepts and categories (e.g. narrative, visual style, editing, genre, seriality) to various episodes and seasons of *The O.C.* Finally, the case study will serve to exemplify readings of television series along the lines of gender, class, and ethnicity, as well as modern consumer capitalism, cool youth culture, and media convergence.
- Bemerkung** Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – florian.gross@engsem.~
- Literatur** Will be made available on StudIP.

BritA

BritA, AAS1: Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 12.04.2022 - 19.07.2022 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 Registration – Stud.IP 01.-31.03.2022 / 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" (2022), 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. (2017).

Brontë, Charlotte. *Jane Eyre* (preferred edition: Norton 2001 or 2016, also feasible: Oxford World's Classics or 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 in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP. The "Guidelines" are on the website of the English Department, on Stud.IP and for sale in the copyshop.

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

Reader – Copyshop Stork (Körnerstraße) from 11.04.2022 and Stud.IP

BritA, AAS2/3/4: Charles Dickens: From Text to Screen

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

Di wöchentl. 12:00 - 14:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar Exploring the enduring appeal of Charles Dickens's writing, this seminar focuses on *Oliver Twist* (1838) and *Great Expectations* (1860/61) and some of their major screen adaptations. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of literary and cultural history acquired in the Survey lecture (BritF2), we will start with a thorough examination of how the canonical novels negotiate the social realities of nineteenth-century England on the level of plot, setting, narration and character. Following an introduction to the key concerns and practices of adaptation studies as well as film analysis, we shall then turn to selected adaptations of *Oliver Twist* (2004, dir.: Tim Greene; 2005, dir.: Roman Polanski) and

Great Expectations (1946, dir.: David Lean; 1998, dir.: Alfonso Cuarón), investigating their critical potential by locating them in the wider theoretical frameworks of intertextuality and rewriting, postcolonialism and cultural materialism.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase Charles Dickens's *Oliver Twist* and *Great Expectations* in well-annotated editions (e.g. Penguin Classics, Oxford World's Classics). All other material as well as a list of film studies terms will be provided on Stud.IP. Please read at least *Oliver Twist* during term break, i.e. before the course begins.

Please note that the film screenings will not take place during our regular seminar meetings. There will be at least four extra sessions.

BritA, AAS2/3/5, AS: British and Postcolonial Studies

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

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 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. Practising 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 shall 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.

Bemerkung Registration – Stud.IP 01.- 31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –jana.gohrisch@engsem.~

Literatur Please study the "Guidelines and Reading Material British and Postcolonial Studies" (website of the English Department, on Stud.IP and for sale in Copyshop Stork) 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).

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Andrea Levy. *The Long Song* (2010)

BritA, AAS2/3: Early Modern Drama

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

Mo wöchentl. 10:00 - 12:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar While William Shakespeare's plays are continuously taught and performed, his prominent contemporaries often receive less attention. The aim of this advanced class will be to read not only Shakespeare's plays, but also two other Early Modern plays to investigate constructions of gender and class in famous comedies and tragedies of the time. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret three plays (using the categories of literary analysis from AmerBritF1). We will begin with Christopher Marlowe's tragedy *The Tragical History of the Life and Death of Doctor Faustus* before reading William Shakespeare's *Twelfth Night*. Lastly, we will discuss Ben Jonson's comedy *The Alchemist*.

Bemerkung Registration Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information – janna-lena.neumann@engsem.~

Literatur *Required Reading and Purchase*
Christopher Marlowe. *The Tragical History of the Life and Death of Doctor Faustus*. (e.g. Oxford World's Classics or Norton edition)
William Shakespeare. *Twelfth Night*. (Ideally Arden edition)
Ben Jonson. *The Alchemist*. (e.g. Penguin or Oxford World's Classics edition)
Students are strongly advised to read *Doctor Faustus* **before** the course begins.

BritA, AAS2/4: Sherlock Holmes - A Study in Adaptation

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 103

Kommentar Sherlock Holmes ranks amongst the most frequently adapted literary characters of all time, boasts one of oldest fandoms, and has long been considered the key figure and starting point of 'classic detective fiction'. But wherein lies the continued fascination with the world of Sherlock Holmes and how has it changed over time?

The canon of Arthur Conan Doyle's work and its countless, varied adaptations, parodies, and pastiches form a complex network of intertextual ties, which will be the object of this seminar.

We will begin with Arthur Conan Doyle's *A Study in Scarlet* (1887) and selected short stories, considering their historical context, and examining character design, genre conventions as well as imperial implications.

Applying methods of adaptation studies beyond prescriptive 'fidelity-criticism', we will then examine page to screen adaptations from the Granada series (1984-1994) to BBC's *Sherlock* (2010-2017), Neil Gaiman's genre-straddling short story "A Study in Emerald" (2003), and postcolonial rewriting in the form of a translation of the Bengali short story "The Will that Vanished" (1961/88) by Saradindu Bandyopadhyay.

Continuing to explore how Conan Doyle's creation has been adapted and appropriated for different audiences, we will turn to *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), the neo-Victorian YA-novel and its subsequent Netflix adaptation (2020). To close the seminar, we will discuss the role of fandom in both Graham Moore's novel *The Sherlockian* (2010) as well as the wider 'Holmesian' or 'Sherlockian' 'metaverse'.

Bemerkung Registration – Stud.IP 01.- 31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please purchase your own copies of the novels Arthur Conan Doyle: *A Study in Scarlet* (1887), Nancy Springer: *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), and Graham Moore: *The Sherlockian* (2010). The short stories and secondary texts will be made available on Stud.IP. Access to filmic adaptations will be clarified on the first day of class.

Be advised, this is a course with a heavy reading load. Please already read Arthur Conan Doyle's *A Study in Scarlet* (1887) during term break i.e. before the course begins !

BritA, AAS3/5, AS: Contemporary Indian Fiction

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

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar This seminar invites students to make their beginnings in postcolonial theory by investigating recent Indian fiction. Following the discussion of excerpts from Shashi Tharoor's non-fictional text *Inglorious Empire: What the British Did to India* (2018), we shall familiarise ourselves with the key concerns and practices of postcolonial studies before applying its central concepts to a selection of Indian-authored texts. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1), we will read short stories by Salman Rushdie (*East, West*, 1994) and Jhumpa Lahiri (*Interpreter of Maladies*, 1999), among others, through the postcolonial lens. Our focus will be on Madhuri Vijay's prize-winning novel *The Far Field* (2019) and its means of representing India's colonial history, the postcolonial nation, diaspora, class and gender. By the end of the seminar, you will have encountered many new concepts which help you develop your independent reading of other prose narratives by contemporary Indian writers.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase John McLeod's *Beginning Postcolonialism* (2nd edition, Manchester UP, 2010), and Madhuri Vijay's *The Far Field* (any edition). All other material will be provided on Stud.IP. Please read McLeod's textbook and Madhuri's novel during term break, i.e. before the course begins.

LingA1

Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast

Seminar, SWS: 2, Max. Teilnehmer: 50
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 12.04.2022 - 23.07.2022 1502 - 506

Kommentar This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.

Literatur *Literatur* e – recommended reading:
König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

An additional reader will be made available at the beginning of the semester.

LingA1/A2, LingF4: Increasing teaching proficiency via researching learner language

Seminar, SWS: 2, Max. Teilnehmer: 20
Hohaus, Pascal

Di Einzel 09:00 - 16:30 07.06.2022 - 07.06.2022 1502 - 703

Mi Einzel 09:00 - 16:30 08.06.2022 - 08.06.2022 1502 - 703

Do Einzel 09:00 - 16:30 09.06.2022 - 09.06.2022 1502 - 703

Fr Einzel 09:00 - 16:30 10.06.2022 - 10.06.2022 1502 - 703

Kommentar In diesem Workshop für Bachelorstudierende erproben Sie linguistische Analyse im Kontext des Sprachgebrauchs von *foreign language learners*. Sie erkennen beispielsweise typische Charakteristika einer „interlanguage“ und identifizieren Verbesserungspotentiale. Sie erweitern Ihre sprachwissenschaftlichen Methodenkompetenz und erwerben zudem berufsfeldbezogene Fähigkeiten im Hinblick auf Ihre eigene Lehrpraxis als angehende Englischlehrkräfte.

Das Seminar ist Teil eines Lehr-Lern-Projekts, das vom Niedersächsischen Ministerium für Wissenschaft und Kultur im Rahmen des Programms „Innovation Plus 2022/2023“ gefördert wird. Bei mehr als 20 Anmeldungen muss sich die Seminarleitung im Interesse der Repräsentativität des Forschungsergebnisses die Auswahl der Teilnehmenden vorbehalten.

Bemerkung *Size restriction* – 20 / *Prerequisites* – LingF1, LingF2 & LingF4 / *Further Information* – pascal.hohaus@engsem.~

LingA1/A2, M5, M9: Sociolinguistic Theories (FüBa, MEd)

Seminar, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar This course will look at the three waves of sociolinguistics. It will discuss the relevant theories proposed by Labov, Trudgill, Milroy, Eckert and Johnstone and a range of classic and current case empirical studies to illustrate these theories.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / *Prerequisites* – LingF1-LingF4 / *Further Information* –ulrike.altendorf@engsem.~

Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703

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

Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.

Bemerkung *Registration* – Stud.IP 01.03.2022-09.04.2022

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 All reading material will be provided in class

LingA2

Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast

Seminar, SWS: 2, Max. Teilnehmer: 50
Diewald, Gabriele| Schulze, Rainer

Di wöchentl. 10:00 - 12:00 12.04.2022 - 23.07.2022 1502 - 506

Kommentar This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.

Literatur *Literatur e* – recommended reading:
König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

An additional reader will be made available at the beginning of the semester.

LingA1/A2, LingF4: Increasing teaching proficiency via researching learner language

Seminar, SWS: 2, Max. Teilnehmer: 20
Hohaus, Pascal

Di Einzel 09:00 - 16:30 07.06.2022 - 07.06.2022 1502 - 703
Mi Einzel 09:00 - 16:30 08.06.2022 - 08.06.2022 1502 - 703
Do Einzel 09:00 - 16:30 09.06.2022 - 09.06.2022 1502 - 703
Fr Einzel 09:00 - 16:30 10.06.2022 - 10.06.2022 1502 - 703

Kommentar In diesem Workshop für Bachelorstudierende erproben Sie linguistische Analyse im Kontext des Sprachgebrauchs von *foreign language learners*. Sie

erkennen beispielsweise typische Charakteristika einer „interlanguage“ und identifizieren Verbesserungspotentiale. Sie erweitern Ihre sprachwissenschaftlichen Methodenkompetenz und erwerben zudem berufsfeldbezogene Fähigkeiten im Hinblick auf Ihre eigene Lehrpraxis als angehende Englischlehrkräfte.

Das Seminar ist Teil eines Lehr-Lern-Projekts, das vom Niedersächsischen Ministerium für Wissenschaft und Kultur im Rahmen des Programms „Innovation Plus 2022/2023“ gefördert wird. Bei mehr als 20 Anmeldungen muss sich die Seminarleitung im Interesse der Repräsentativität des Forschungsergebnisses die Auswahl der Teilnehmenden vorbehalten.

Bemerkung *Size restriction – 20 / Prerequisites – LingF1, LingF2 & LingF4 / Further Information – pascal.hohaus@engsem.~*

LingA1/A2, M5, M9: Sociolinguistic Theories (FüBa, MEd)

Seminar, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar This course will look at the three waves of sociolinguistics. It will discuss the relevant theories proposed by Labov, Trudgill, Milroy, Eckert and Johnstone and a range of classic and current case empirical studies to illustrate these theories.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – LingF1-LingF4 / Further Information –ulrike.altendorf@engsem.~

Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703

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

Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.

Bemerkung *Registration – Stud.IP 01.03.2022-09.04.2022*

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 All reading material will be provided in class

Foundations Language Practice (SP1/SP2)

SP1

SP1: Vocabulary and Pronunciation - Blockkurs 04.-08.04.22

Seminar, SWS: 2, Max. Teilnehmer: 30
Gans, Anne

Block	10:30 - 14:00	04.04.2022 - 08.04.2022	1502 - 615
Fr Einzel	09:00 - 12:00	08.04.2022 - 08.04.2022	1502 - 613

Kommentar This course is designed for students who wish to repeat the course taken in the WiSe in order to prepare to retake the SL test.

Bemerkung *Registration* – StudIP 01.03.22-15.03.2022 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Size restriction* – 30 / *Further Information* – anne.gans@engsem.~

SP2

SP2 Grammar - Group 1

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

Mo wöchentl.	10:00 - 12:00	11.04.2022 - 18.07.2022	1502 - 615
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Kommentar This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach.

Bemerkung *Registration* – StudIP 01.03.2021-15.03.2022 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: two online quizzes, PL: 90-min written exam / *Size restriction* – 25 / *Further Information* – anne.gans@engsem.~

SP2 Grammar - Group 2

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

Mo wöchentl.	12:00 - 14:00	11.04.2022 - 18.07.2022	1502 - 615
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Kommentar This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach.

Bemerkung *Registration* – StudIP 01.03.2021-15.03.2022 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: two online quizzes, PL: 90-min written exam / *Size restriction* – 25 / *Further Information* – anne.gans@engsem.~

SP2: Grammar - Group 3

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

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 615

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

Bemerkung *Registration – StudIP 01.03.2021-15.03.2022 / Prerequisites – SP1 / Assessment Tasks – SL: two online quizzes, PL: 90-min written exam / Size restriction – 25 / Further Information – anne.gans@engsem.~*

SP2: Grammar - Group 4

Seminar, SWS: 2, Max. Teilnehmer: 30
Gans, Anne

Fr wöchentl. 10:00 - 12:00 15.04.2022 - 22.07.2022 1502 - 615

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

Bemerkung *Registration – StudIP 01.03.2021-15.03.2022 / Prerequisites – SP1 / Assessment Tasks – SL: two online quizzes, PL: 90-min written exam / Size restriction – 25 / Further Information – anne.gans@engsem.~*

Advanced Language Practice (SP3/SP4)

SP3

SP4

SP4: Advanced Composition - Group 1

Seminar, SWS: 2, Max. Teilnehmer: 25
Schneller, Jill

Di wöchentl. 08:00 - 10:00 12.04.2022 - 26.07.2022 1502 - 609

Kommentar This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary

Please note some schedule differences for groups 1 and 3. Students in these groups will be required to take a mock exam on Saturday, 16 July, 2022. The final exam will take place on Saturday, 23 July, 2022.

Bemerkung *Registration – StudIP 01.03.2022-15.03.2022 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Size restriction – 25 / Further Information – jill.schneller@engsem.~*

SP4: Advanced Composition - Group 2

Seminar, SWS: 2, Max. Teilnehmer: 25
Schneller, Jill

Di wöchentl. 10:00 - 12:00 12.04.2022 - 12.07.2022 1502 - 613

Kommentar This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary

Please note some schedule differences for groups 1 and 3. Students in these groups will be required to take a mock exam on Saturday, 16 July, 2022. The final exam will take place on Saturday, 23 July, 2022.

Bemerkung *Registration* – StudIP 01.03.2022-15.03.2022 / *Prerequisites* – SP1 + SP2 and SP3 / *Assessment Tasks* – SL: two written tasks PL: 90-min exam / *Size restriction* – 25 / *Further Information* – jill.schneller@engsem.~

SP4: Advanced Composition - Group 3

Seminar, SWS: 2, Max. Teilnehmer: 25
Schneller, Jill

Do wöchentl. 08:00 - 10:00 14.04.2022 - 28.07.2022 1502 - 609

Kommentar This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary

Please note some schedule differences for groups 1 and 3. Students in these groups will be required to take a mock exam on Saturday, 16 July, 2022. The final exam will take place on Saturday, 23 July, 2022.

Bemerkung *Registration* – StudIP 01.03.2022-15.03.2022 / *Prerequisites* – SP1 + SP2 and SP3 / *Assessment Tasks* – SL: two written tasks PL: 90-min exam / *Size restriction* – 25 / *Further Information* – jill.schneller@engsem.~

SP4: Advanced Composition - Group 4

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

Do wöchentl. 12:00 - 14:00 14.04.2022 - 21.07.2022 1502 - 613

Kommentar This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary

Please note some schedule differences for groups 1 and 3. Students in these groups will be required to take a mock exam on Saturday, 16 July, 2022. The final exam will take place on Saturday, 23 July, 2022.

Bemerkung *Registration* – StudIP 01.03.2022-15.03.2022 / *Prerequisites* – SP1 + SP2 and SP3 / *Assessment Tasks* – SL: two written tasks PL: 90-min exam / *Size restriction* – 25 / *Further Information* – jill.schneller@engsem.~

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
Blell, Gabriele

Do wöchentl. 08:00 - 10:00 14.04.2022 - 21.07.2022 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. et al. (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>Registration – StudIP 01.03. - 31.03.2022 / Size restriction – 30 / Prerequisites – none / Further Information – gabriele.blell@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
Kuhrs Woltin, Alexander

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 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. et al. (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>Registration – StudIP 01.03. - 31.03.2022 / Size restriction – 30 / Prerequisites – none / Further Information – alexander.kuhrs.woltin@engsem.uni-hannover.de</p>

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

DidF2

DidF2: Digital Teaching and Learning Tools in the 21st Century EFL Classroom

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar The Corona pandemic has led to many changes in educational institutions and digital tools have become increasingly relevant and might remain an innovation worth keeping. Besides, digital tools have become an indispensable part of our everyday lives and bring a wide range of benefits. How can digital tools be beneficial in EFL lessons? In this seminar we will try out hands-on how digital tools can be didactically and methodically integrated into EFL lessons, so, please bring your own device (BYOD). Various current digital tools will be presented, contextualized within the framework of scholastic standards, and their use will be tested. *We will explore how receptive (i.e., listening and reading) and productive (i.e., speaking and writing) skills as well as language means (i.e., grammar and lexis) can be taught using corresponding technological tools (e.g., tablets, smartphones) and applications.*

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

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Size restriction – 25 / Prerequisites – DidF1 / Further Information – alexander.woltin@engsem.uni-hannover.de

Literatur Check the syllabus on Stud-IP.

DidF2: Teaching Films: Clint Eastwood's Gran Torino (2008)

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

Fr wöchentl. 12:00 - 14:00 15.04.2022 - 22.07.2022 1502 - 615

Kommentar Films as text have already found their way into the EFL classrooms in the context of listening-viewing comprehension skills. However, meanwhile, film education emphasizes (foreign) language learning activities through analyzing, conceptualizing, and creating films. Among other aspects, films serve as an occasion for (creative) production tasks (i.e., speaking and writing) and moments of inter-/transcultural learning. Recently, films have also become part of the compulsory text material for Lower Saxony's Abitur. But how do you teach films? Which core curricular competencies can be trained and consolidated with and through films? After having worked out theoretical basics together, we will develop concrete teaching and learning scenarios and materials using the example of Clint Eastwood's Gran Torino (compulsory text for the Abitur 2022). To receive course credit (Studienleistung) you will have to collaboratively present assigned topics in an interactive and product-oriented way and design concrete learning materials.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Size restriction – 25 / Prerequisites – DidF1 / Further Information – alexander.kuhrs.woltin@engsem.uni-hannover.de

DidF2: Teaching Literature: New Literary Genres in the EFL Classroom

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

Di wöchentl. 14:00 - 16:00 12.04.2022 - 19.07.2022 1502 - 615

Kommentar The Lower Saxony "Kerncurriculum" for the EFL classroom (Sek. I and II) has always put a strong focus on teaching literature (i.e., novel, short story, drama, poem). During the last 20 years, new literary genres like digital fiction, fan fiction, graphic novels, text-talk fiction, or twitter literature, only to name a few, have developed. At the same time, post-millennial literature deals with current topics and issues (i.e., climatic, natural, man-

made apocalypses, crises, diversity etc.) and vividly reflects today's technological culture. The EFL classroom has to critically reflect these new trends in literature production. Processes of reading and responding to selected texts will be in the centre of discussion as well as methods of analyzing short texts and subsequently promoting creative ways of dealing with these new genres in a learner- and activity-based way. The seminar takes up and further develops competences in the field 'Teaching Literature'.

- Bemerkung** To receive course credit (*Studienleistung*) you will have to work on short assignments. Registration – StudIP 01.03. - 31.03.2022 / Size restriction – 25 / Prerequisites – DidF1 / Further Information – gabriele.blell@engsem.uni-hannover.de
- Literatur** *Required Reading:* See course page on StudIP.
Recommended: Thaler, E. (ed.) Lit21. *New Literary Genres in the Language Classroom*. Tübingen: Narr.

Diversität im Fokus fachdidaktischer Perspektiven: Inklusiven Fachunterricht planen (lernen)

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

Block +SaSo	09:00 - 16:30	15.07.2022 - 16.07.2022	1502 - 306
Block +SaSo	09:00 - 16:30	22.07.2022 - 23.07.2022	1502 - 306

Kommentar Inklusion stellt seit dem Inkrafttreten der sogenannten UN-Behindertenrechtskonvention im Jahre 2009 zunächst in sonderpädagogischen Diskursen ein vieldiskutiertes Thema dar. Angesichts zunehmender Vielfalt der Lernenden spielen in jüngster Zeit jedoch auch fachdidaktische Perspektiven eine zunehmend wichtige Rolle – so sollen zukünftige (Fremdsprachen-)Lehrkräfte aller Schulformen bereits frühzeitig auf das diversitätssensible Unterrichten in inklusiven Kontexten vorbereitet werden. Im Rahmen dieser interdisziplinär-ausgerichteten Veranstaltung sollen Studierende verschiedener Schulfächer und -formen durch einen kooperativen Ansatz für verschiedene Differenzkategorien sensibilisiert werden, um darauf aufbauend an konkreten Fallbeispielen Ideen für einen differenzierenden Fachunterricht planerisch zu entwickeln. Obwohl die fremdsprachendidaktische Perspektive den Ausgangspunkt darstellt, sollen von den anwesenden Studierenden ausgehend weitere Fachdidaktiken und deren Zugänge beschrieben, evaluiert und planerisch angewendet werden.

- Bemerkung** Die Studienleistung umfasst die kollaborative Erarbeitung und Präsentation einer Unterrichtsplanung für einen diversitätssensiblen, differenzierenden Fachunterricht. Registration – StudIP / Size restriction – 30 / Prerequisites – none / Further Information – jana.oldendoerp@engsem.uni-hannover.de
- Literatur** Texte werden über Stud.Ip zur Verfügung gestellt.

Language Practice Elective (SPE1/SPE2) (außerschulisch)

SP E1

SPE/SK Digitalisation in the Classroom

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

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 613

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. The class 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

Politics: Wahlpflicht

Bemerkung Registration – StudIP 01.03.22-15.03.22 / 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, SWS: 2, Max. Teilnehmer: 25
Gans, Anne | Schneller, Jill

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 609

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

Politics: Wahlpflicht

Bemerkung Registration – StudIP 01.03.22-15.03.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: one written task/oral presentation. PL (SPE): 90-minute written exam / Further Information – anne.gans@engsem.~

SP E2

SPE/SK Digitalisation in the Classroom

Seminar, SWS: 2, Max. Teilnehmer: 25

Gans, Anne| Schneller, Jill

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 613

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. The class 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

Politics: Wahlpflicht

Bemerkung

Registration – StudIP 01.03.22-15.03.22 / 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, SWS: 2, Max. Teilnehmer: 25

Gans, Anne| Schneller, Jill

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 609

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

Politics: Wahlpflicht

Bemerkung Registration – StudIP 01.03.22-15.03.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: one written task/oral presentation. PL (SPE): 90-minute written exam / Further Information – anne.gans@engsem.~

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

AmerA

AmerA, AAS1/2/3, AS: Colonizing America

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

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 609

Kommentar This course explores the colonization of what became the United States of America through historical documents and more recent critical work. We will discuss the historical events and conceptual impact of the colonization of early America and the United States through our synthesis of theoretical ideas and contemporary writing. The primary texts that we consider throughout this course include, for instance, the writings of explorers like John Smith and Meriweather Lewis, court proceedings from the Salem Witch Trials, and passages from poets and authors like Phyllis Wheatley, Harriot Jacobs, and Harriet Beecher Stowe. These primary texts will then be paired with more recently written critiques of American colonization by theorists from Black and Critical Indigenous Studies, including Katherine McKittrick, Hortense Spillers, Lisa Brooks, and Nick Estes. We will focus in particular on the role that bodies of water like the Atlantic Ocean and the Ohio and Missouri Rivers shaped and were shaped by the colonial hierarchies that have created the United States as we know it today.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS1/3: Formations of the Self in Autofiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Youssef, Lujain

Fr wöchentl. 10:00 - 12:00 15.04.2022 - 22.07.2022 1502 - 609

Kommentar Serge Doubrovsky writes, “As soon as I write myself, I invent myself.” Doubrovsky coined the term ‘autofiction’ that foregrounds notions of self-discovery, individuality and subjectivity. However, many autofictional characteristics have already existed in the Anglophone world before the term had gained popularity. Currently, exploring and working on autofiction has become a vital area of research engaging with questions about identity, selfhood, and truth. Focusing on autobiographical theory in this class, we will deal with questions like: what is autofiction? How does it deal with identity and forms of representation? How does this genre affect our understanding of self-formation in literature? And how does it deal with concepts like falsehood, authenticity, and truth in narrating the self?

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – lujain.youssef@engsem.~

Literatur Will be made available on StudIP.

AmerA, AAS1, AS: Theorizing Mass Culture, Popular Culture, Media Culture

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

Mo wöchentl. 16:00 - 18:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar In this theory-centric seminar, we will engage with a number of different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary popular entertainment and media culture. Text to be discussed include early works from the tradition of German critical theory (such as Walter Benjamin's famous essay on "The Work of Art in the Age of its Technological Reproducibility" and Theodor W. Adorno's essays on the "Culture Industry"), Marshall McLuhan's writings on media as "extensions" human bodily capacity, cultural studies approaches to the agency of media audiences and the logics of "participatory culture," system-theoretical approaches to the mass media as well as research on popular serial forms and the specific logics of digital-era entertainments. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of popular entertainments in the mundane routines of life under capitalism, audiences' ability to critically engage with and appropriate media contents for their own purposes, and the media's contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory, but should be prepared to engage with theoretical, philosophical, and often difficult texts on the subject matter.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur Will be made available on StudIP.

AmerA, AAS2/3/4, AS: Periodical Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix | Mayer, Ruth

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar In the nineteenth century, periodicals (newspapers, illustrated magazines, penny-papers, academic and specialized journals and much more) boomed in the United States. At around the turn of the century, these media entered into a complicated – both collaborative and competitive – interrelation with the emerging mass media of the twentieth century: cinema, comics, radio. In this class we will pay close attention to how periodical cultures shaped the US-American cultures of entertainment, knowledge and information at large, and how they contributed to the formation of niches, special interest groups, and subcultures in the United States. We will investigate particular periodical formats (the literary magazine, the illustrated women's magazine, the little magazine), but also look at how individual writers and artists responded to the phenomena of the new publishing markets. We will be particularly concerned with text-image relations and the formal effects of serialization or intermediality in this context.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS2/3, AS: Post-Race Literature

Seminar, SWS: 4, Max. Teilnehmer: 40
Oldehus, Anna-Lena

Fr wöchentl. 12:00 - 16:00 17.06.2022 - 22.07.2022 1502 - 609

Kommentar In this class, we will engage with contemporary fictional texts that cross the border of a nation state and problematize notions of race, nationhood, and ethnic identity. While literary scholar Ramón Saldívar proposes the 21st century to be the age of 'postrace literature,' authors such as Junot Díaz refute the term for fear of cultivating

colorblindness. Besides looking at political, social, and economic forces that inform contemporary writing, we will also engage with questions of envisioning authorship and writing in our times. This class is designed to enable students to become aware of the global dimensions of literary texts and to become familiar with critical concepts such as border theory, postcolonial studies, and decolonization.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~

Literatur In this class we will read Daphne Palasi Andreades' debut novel *Brown Girls* (2022). Avoid Amazon and check out your local bookshops or buy your books second-hand on platforms (like blackwells.co.uk, for instance).

AmerA, AAS2, AS: Early American Political Fiction

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

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 609

Kommentar This class will zoom in on the first decades of the United States as a republic and on the fictions that accompanied the young nation's inaugural years. In the 1790s and early 1800s, what we now call 'the novel' was not yet defined as it is today, and political fictions appeared in a variety of forms, like serialized picaresque tales, magazine publications, or plays. The result was a literary public sphere that debated social and political ideals in creative ways, producing critical, humorous, satirical, or utopian fictions. Throughout the semester, we will engage with texts that at a first glance seem strange to contemporary readers, such as H. H. Brackenridge's *Modern Chivalry* (1792-1815, excerpts), or the anonymously published *Equality – A Political Romance* (1802) – texts that need to be understood in their own historical context but also beyond it, as reflections of what was and what should be, or what could have been. Students who take this course do not need extensive prior knowledge about the history of the United States but should be interested in historical subjects.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS4: Film Remakes and Franchises

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 609

Kommentar In this course, we will study Hollywood's long history of repeating, continuing, and revising familiar material and critically engage with theoretical approaches to the film remake, sequel, franchise, and reboot. We will trace how the industrial and cultural patterns of Hollywood's remaking have changed over time and discuss the economic, political, and cultural implications of film remakes and franchises, from *Stella Dallas* to *Star Wars* and *Jurassic World*. Students will be able to follow their own research interests and contribute to work that is being done in the field of remake studies: they can choose a film remake, sequel, or reboot they want to investigate, applying the tools and knowledge this course provides.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / 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, AAS4: Television, Genre, Seriality: The O.C.

Seminar, SWS: 2, Max. Teilnehmer: 40
Groß, Florian

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 615

Kommentar Through a semester-long case study of the classic teen drama *The O.C.* (Fox, 2003-2007), this class will provide an in-depth introduction to the academic study of television and television series. After a brief look at US television's history and the history of theoretical approaches to studying television, we will engage with the history of teen-oriented texts in film and on TV. In the context of our analysis of the series, we will apply critical formal concepts and categories (e.g. narrative, visual style, editing, genre, seriality) to various episodes and seasons of *The O.C.* Finally, the case study will serve to exemplify readings of television series along the lines of gender, class, and ethnicity, as well as modern consumer capitalism, cool youth culture, and media convergence.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – florian.gross@engsem.~

Literatur Will be made available on StudIP.

BritA

BritA, AAS1: Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 12.04.2022 - 19.07.2022 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 Registration – Stud.IP 01.-31.03.2022 / 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" (2022), 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. (2017).

Brontë, Charlotte. *Jane Eyre* (preferred edition: Norton 2001 or 2016, also feasible: Oxford World's Classics or 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 in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP. The "Guidelines" are on the website of the English Department, on Stud.IP and for sale in the copyshop.

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

Reader – Copyshop Stork (Körnerstraße) from 11.04.2022 and Stud.IP

BritA, AAS2/3/4: Charles Dickens: From Text to Screen

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

Di wöchentl. 12:00 - 14:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar Exploring the enduring appeal of Charles Dickens's writing, this seminar focuses on *Oliver Twist* (1838) and *Great Expectations* (1860/61) and some of their major screen adaptations. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of literary and cultural history acquired in the Survey lecture (BritF2), we will start with a thorough examination of how the canonical novels negotiate the social realities of nineteenth-century England on the level of plot, setting, narration and character. Following an introduction to the key concerns and practices of adaptation studies as well as film analysis, we shall then turn to selected adaptations of *Oliver Twist* (2004, dir.: Tim Greene; 2005, dir.: Roman Polanski) and *Great Expectations* (1946, dir.: David Lean; 1998, dir.: Alfonso Cuarón), investigating their critical potential by locating them in the wider theoretical frameworks of intertextuality and rewriting, postcolonialism and cultural materialism.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase Charles Dickens's *Oliver Twist* and *Great Expectations* in well-annotated editions (e.g. Penguin Classics, Oxford World's Classics). All other material as well as a list of film studies terms will be provided on Stud.IP. Please read at least *Oliver Twist* during term break, i.e. before the course begins.

Please note that the film screenings will not take place during our regular seminar meetings. There will be at least four extra sessions.

BritA, AAS2/3/5, AS: British and Postcolonial Studies

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

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 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. Practising 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 shall 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.

- Bemerkung Registration – Stud.IP 01.- 31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –jana.gohrisch@engsem.~
- Literatur Please study the "Guidelines and Reading Material British and Postcolonial Studies" (website of the English Department, on Stud.IP and for sale in Copyshop Stork) 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).
- Required Reading and Purchase*
- Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022),www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.
- Andrea Levy. *The Long Song* (2010)

BritA, AAS2/3: Early Modern Drama

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

Mo wöchentl. 10:00 - 12:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar While William Shakespeare's plays are continuously taught and performed, his prominent contemporaries often receive less attention. The aim of this advanced class will be to read not only Shakespeare's plays, but also two other Early Modern plays to investigate constructions of gender and class in famous comedies and tragedies of the time. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret three plays (using the categories of literary analysis from AmerBritF1). We will begin with Christopher Marlowe's tragedy *The Tragical History of the Life and Death of Doctor Faustus* before reading William Shakespeare's *Twelfth Night*. Lastly, we will discuss Ben Jonson's comedy *The Alchemist* .

Bemerkung Registration Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –janna-lena.neumann@engsem.~

Literatur *Required Reading and Purchase*

Christopher Marlowe. *The Tragical History of the Life and Death of Doctor Faustus*. (e.g. Oxford World's Classics or Norton edition)

William Shakespeare. *Twelfth Night*. (Ideally Arden edition)

Ben Jonson. *The Alchemist*. (e.g. Penguin or Oxford World's Classics edition)

Students are strongly advised to read *Doctor Faustus* **before** the course begins.

BritA, AAS2/4: Sherlock Holmes - A Study in Adaptation

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 103

Kommentar

Sherlock Holmes ranks amongst the most frequently adapted literary characters of all time, boasts one of oldest fandoms, and has long been considered the key figure and starting point of 'classic detective fiction'. But wherein lies the continued fascination with the world of Sherlock Holmes and how has it changed over time?

The canon of Arthur Conan Doyle's work and its countless, varied adaptations, parodies, and pastiches form a complex network of intertextual ties, which will be the object of this seminar.

We will begin with Arthur Conan Doyle's *A Study in Scarlet* (1887) and selected short stories, considering their historical context, and examining character design, genre conventions as well as imperial implications.

Applying methods of adaptation studies beyond prescriptive 'fidelity-criticism', we will then examine page to screen adaptations from the Granada series (1984-1994) to BBC's *Sherlock* (2010-2017), Neil Gaiman's genre-straddling short story "A Study in Emerald" (2003), and postcolonial rewriting in the form of a translation of the Bengali short story "The Will that Vanished" (1961/88) by Saradindu Bandyopadhyay.

Continuing to explore how Conan Doyle's creation has been adapted and appropriated for different audiences, we will turn to *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), the neo-Victorian YA-novel and its subsequent Netflix adaptation (2020). To close the seminar, we will discuss the role of fandom in both Graham Moore's novel *The Sherlockian* (2010) as well as the wider 'Holmesian' or 'Sherlockian' 'metaverse'.

Bemerkung

Registration – Stud.IP 01.- 31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please purchase your own copies of the novels Arthur Conan Doyle: *A Study in Scarlet* (1887), Nancy Springer: *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), and Graham Moore: *The Sherlockian* (2010). The short stories and secondary texts will be made available on Stud.IP. Access to filmic adaptations will be clarified on the first day of class.

Be advised, this is a course with a heavy reading load. Please already read Arthur Conan Doyle's *A Study in Scarlet* (1887) during term break i.e. before the course begins !

BritA, AAS3/5, AS: Contemporary Indian Fiction

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

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar

This seminar invites students to make their beginnings in postcolonial theory by investigating recent Indian fiction. Following the discussion of excerpts from Shashi Tharoor's non-fictional text *Inglorious Empire: What the British Did to India* (2018), we shall familiarise ourselves with the key concerns and practices of postcolonial studies before applying its central concepts to a selection of Indian-authored texts. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1), we will read short stories by Salman Rushdie (*East, West*, 1994) and Jhumpa Lahiri (*Interpreter of Maladies*, 1999), among others, through the postcolonial lens. Our focus will be on Madhuri Vijay's prize-winning novel *The Far Field* (2019) and its means of representing India's colonial history, the postcolonial nation, diaspora, class and gender. By the end of

Bemerkung the seminar, you will have encountered many new concepts which help you develop your independent reading of other prose narratives by contemporary Indian writers.
Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase John McLeod's *Beginning Postcolonialism* (2nd edition, Manchester UP, 2010), and Madhuri Vijay's *The Far Field* (any edition). All other material will be provided on Stud.IP. Please read McLeod's textbook and Madhuri's novel during term break, i.e. before the course begins.

LingA1

Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast

Seminar, SWS: 2, Max. Teilnehmer: 50
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 12.04.2022 - 23.07.2022 1502 - 506

Kommentar This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.

Literatur -----
Literatur e – recommended reading:

König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

An additional reader will be made available at the beginning of the semester.

LingA1/A2, M5, M9: Sociolinguistic Theories (FüBa, MEd)

Seminar, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar This course will look at the three waves of sociolinguistics. It will discuss the relevant theories proposed by Labov, Trudgill, Milroy, Eckert and Johnstone and a range of classic and current case empirical studies to illustrate these theories.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – LingF1-LingF4 / Further Information –ulrike.altendorf@engsem.~

Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703

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

Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.

Bemerkung *Registration* – Stud.IP 01.03.2022-09.04.2022

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 All reading material will be provided in class

*LingA2***Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast**

Seminar, SWS: 2, Max. Teilnehmer: 50
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 12.04.2022 - 23.07.2022 1502 - 506

Kommentar This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.

Literatur *Literatur e* – recommended reading:
König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

An additional reader will be made available at the beginning of the semester.

LingA1/A2, M5, M9: Sociolinguistic Theories (FüBa, MEd)

Seminar, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar This course will look at the three waves of sociolinguistics. It will discuss the relevant theories proposed by Labov, Trudgill, Milroy, Eckert and Johnstone and a range of classic and current case empirical studies to illustrate these theories.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – LingF1-LingF4 / Further Information –ulrike.altendorf@engsem.~

Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703

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

Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.

Bemerkung *Registration* – Stud.IP 01.03.2022-09.04.2022

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 All reading material will be provided in class

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

AmerA

AmerA, AAS1/2/3, AS: Colonizing America

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

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 609

Kommentar This course explores the colonization of what became the United States of America through historical documents and more recent critical work. We will discuss the historical events and conceptual impact of the colonization of early America and the United States through our synthesis of theoretical ideas and contemporary writing. The primary texts that we consider throughout this course include, for instance, the writings of explorers like John Smith and Meriweather Lewis, court proceedings from the Salem Witch Trials, and passages from poets and authors like Phyllis Wheatley, Harriot Jacobs, and Harriet

Beecher Stowe. These primary texts will then be paired with more recently written critiques of American colonization by theorists from Black and Critical Indigenous Studies, including Katherine McKittrick, Hortense Spillers, Lisa Brooks, and Nick Estes. We will focus in particular on the role that bodies of water like the Atlantic Ocean and the Ohio and Missouri Rivers shaped and were shaped by the colonial hierarchies that have created the United States as we know it today.

- Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~
- Literatur All texts for this class will be made available on StudIP.

AmerA, AAS1/3: Formations of the Self in Autofiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Youssef, Lujain

Fr wöchentl. 10:00 - 12:00 15.04.2022 - 22.07.2022 1502 - 609

Kommentar Serge Doubrovsky writes, “As soon as I write myself, I invent myself.” Doubrovsky coined the term ‘autofiction’ that foregrounds notions of self-discovery, individuality and subjectivity. However, many autofictional characteristics have already existed in the Anglophone world before the term had gained popularity. Currently, exploring and working on autofiction has become a vital area of research engaging with questions about identity, selfhood, and truth. Focusing on autobiographical theory in this class, we will deal with questions like: what is autofiction? How does it deal with identity and forms of representation? How does this genre affect our understanding of self-formation in literature? And how does it deal with concepts like falsehood, authenticity, and truth in narrating the self?

- Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – lujain.youssef@engsem.~
- Literatur Will be made available on StudIP.

AmerA, AAS1, AS: Theorizing Mass Culture, Popular Culture, Media Culture

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

Mo wöchentl. 16:00 - 18:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar In this theory-centric seminar, we will engage with a number of different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary popular entertainment and media culture. Text to be discussed include early works from the tradition of German critical theory (such as Walter Benjamin’s famous essay on “The Work of Art in the Age of its Technological Reproducibility” and Theodor W. Adorno’s essays on the “Culture Industry”), Marshall McLuhan’s writings on media as “extensions” human bodily capacity, cultural studies approaches to the agency of media audiences and the logics of “participatory culture,” system-theoretical approaches to the mass media as well as research on popular serial forms and the specific logics of digital-era entertainments. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of popular entertainments in the mundane routines of life under capitalism, audiences’ ability to critically engage with and appropriate media contents for their own purposes, and the media’s contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory, but should be prepared to engage with theoretical, philosophical, and often difficult texts on the subject matter.

- Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur Will be made available on StudIP.

AmerA, AAS2/3/4, AS: Periodical Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix | Mayer, Ruth

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar In the nineteenth century, periodicals (newspapers, illustrated magazines, penny-papers, academic and specialized journals and much more) boomed in the United States. At around the turn of the century, these media entered into a complicated – both collaborative and competitive – interrelation with the emerging mass media of the twentieth century: cinema, comics, radio. In this class we will pay close attention to how periodical cultures shaped the US-American cultures of entertainment, knowledge and information at large, and how they contributed to the formation of niches, special interest groups, and subcultures in the United States. We will investigate particular periodical formats (the literary magazine, the illustrated women's magazine, the little magazine), but also look at how individual writers and artists responded to the phenomena of the new publishing markets. We will be particularly concerned with text-image relations and the formal effects of serialization or intermediality in this context.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS2/3, AS: Post-Race Literature

Seminar, SWS: 4, Max. Teilnehmer: 40
Oldehus, Anna-Lena

Fr wöchentl. 12:00 - 16:00 17.06.2022 - 22.07.2022 1502 - 609

Kommentar In this class, we will engage with contemporary fictional texts that cross the border of a nation state and problematize notions of race, nationhood, and ethnic identity. While literary scholar Ramón Saldívar proposes the 21st century to be the age of 'postrace literature,' authors such as Junot Díaz refute the term for fear of cultivating colorblindness. Besides looking at political, social, and economic forces that inform contemporary writing, we will also engage with questions of envisioning authorship and writing in our times. This class is designed to enable students to become aware of the global dimensions of literary texts and to become familiar with critical concepts such as border theory, postcolonial studies, and decolonization.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~

Literatur In this class we will read Daphne Palasi Andreades' debut novel *Brown Girls* (2022). Avoid Amazon and check out your local bookshops or buy your books second-hand on platforms (like blackwells.co.uk, for instance).

AmerA, AAS2, AS: Early American Political Fiction

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

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 609

Kommentar This class will zoom in on the first decades of the United States as a republic and on the fictions that accompanied the young nation's inaugural years. In the 1790s and early 1800s, what we now call 'the novel' was not yet defined as it is today, and political fictions appeared in a variety of forms, like serialized picaresque tales, magazine publications, or plays. The result was a literary public sphere that debated social and political ideals in

creative ways, producing critical, humorous, satirical, or utopian fictions. Throughout the semester, we will engage with texts that at a first glance seem strange to contemporary readers, such as H. H. Brackenridge's *Modern Chivalry* (1792-1815, excerpts), or the anonymously published *Equality – A Political Romance* (1802) – texts that need to be understood in their own historical context but also beyond it, as reflections of what was and what should be, or what could have been. Students who take this course do not need extensive prior knowledge about the history of the United States but should be interested in historical subjects.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS4: Film Remakes and Franchises

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 609

Kommentar In this course, we will study Hollywood's long history of repeating, continuing, and revising familiar material and critically engage with theoretical approaches to the film remake, sequel, franchise, and reboot. We will trace how the industrial and cultural patterns of Hollywood's remaking have changed over time and discuss the economic, political, and cultural implications of film remakes and franchises, from *Stella Dallas* to *Star Wars* and *Jurassic World*. Students will be able to follow their own research interests and contribute to work that is being done in the field of remake studies: they can choose a film remake, sequel, or reboot they want to investigate, applying the tools and knowledge this course provides.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / 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, AAS4: Television, Genre, Seriality: The O.C.

Seminar, SWS: 2, Max. Teilnehmer: 40
Groß, Florian

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 615

Kommentar Through a semester-long case study of the classic teen drama *The O.C.* (Fox, 2003-2007), this class will provide an in-depth introduction to the academic study of television and television series. After a brief look at US television's history and the history of theoretical approaches to studying television, we will engage with the history of teen-oriented texts in film and on TV. In the context of our analysis of the series, we will apply critical formal concepts and categories (e.g. narrative, visual style, editing, genre, seriality) to various episodes and seasons of *The O.C.* Finally, the case study will serve to exemplify readings of television series along the lines of gender, class, and ethnicity, as well as modern consumer capitalism, cool youth culture, and media convergence.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – florian.gross@engsem.~

Literatur Will be made available on StudIP.

BritA

BritA, AAS1: Theories and Methods of Literary Studies

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

 Di wöchentl. 14:00 - 16:00 12.04.2022 - 19.07.2022 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>
Bemerkung	Registration – Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information – jana.gohrisch@engsem.~
Literatur	<p><i>Required Reading and Purchase</i></p> <p>Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.</p> <p>Barry, Peter. <i>Beginning Theory. An Introduction to Literary and Cultural Theory</i>. 4th ed. (2017).</p> <p>Brontë, Charlotte. <i>Jane Eyre</i> (preferred edition: Norton 2001 or 2016, also feasible: Oxford World's Classics or Penguin Classics editions complete with introduction and notes).</p> <p>Please buy your own copies of Brontë's novel and of Peter Barry's <i>Beginning Theory</i>. The theoretical texts covered in the seminar will be available in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP. The "Guidelines" are on the website of the English Department, on Stud.IP and for sale in the copyshop.</p> <p>Please read Charlotte Brontë's novel during term break, i.e. before the course begins.</p> <p><i>Reader</i> – Copyshop Stork (Körnerstraße) from 11.04.2022 and Stud.IP</p>

BritA, AAS2/3/4: Charles Dickens: From Text to Screen

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

Di wöchentl. 12:00 - 14:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar	<p>Exploring the enduring appeal of Charles Dickens's writing, this seminar focuses on <i>Oliver Twist</i> (1838) and <i>Great Expectations</i> (1860/61) and some of their major screen adaptations. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of literary and cultural history acquired in the Survey lecture (BritF2), we will start with a thorough examination of how the canonical novels negotiate the social realities of nineteenth-century England on the level of plot, setting, narration and character. Following an introduction to the key concerns and practices of adaptation studies as well as film analysis, we shall then turn to selected adaptations of <i>Oliver Twist</i> (2004, dir.: Tim Greene; 2005, dir.: Roman Polanski) and <i>Great Expectations</i> (1946, dir.: David Lean; 1998, dir.: Alfonso Cuarón), investigating their critical potential by locating them in the wider theoretical frameworks of intertextuality and rewriting, postcolonialism and cultural materialism.</p>
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Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase Charles Dickens's *Oliver Twist* and *Great Expectations* in well-annotated editions (e.g. Penguin Classics, Oxford World's Classics). All other material as well as a list of film studies terms will be provided on Stud.IP. Please read at least *Oliver Twist* during term break, i.e. before the course begins.

Please note that the film screenings will not take place during our regular seminar meetings. There will be at least four extra sessions.

BritA, AAS2/3/5, AS: British and Postcolonial Studies

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

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 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. Practising 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 shall 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.

Bemerkung Registration – Stud.IP 01.- 31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –jana.gohrisch@engsem.~

Literatur Please study the "Guidelines and Reading Material British and Postcolonial Studies" (website of the English Department, on Stud.IP and for sale in Copyshop Stork) 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).

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Andrea Levy. *The Long Song* (2010)

BritA, AAS2/3: Early Modern Drama

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

Mo wöchentl. 10:00 - 12:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar While William Shakespeare's plays are continuously taught and performed, his prominent contemporaries often receive less attention. The aim of this advanced class will be to read not only Shakespeare's plays, but also two other Early Modern plays to investigate constructions of gender and class in famous comedies and tragedies of the time. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret three plays (using the categories of literary analysis from AmerBritF1). We will begin with Christopher Marlowe's tragedy *The Tragical History of the Life and Death of Doctor Faustus* before reading William Shakespeare's *Twelfth Night*. Lastly, we will discuss Ben Jonson's comedy *The Alchemist*.

Bemerkung Registration Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information –janna-lena.neumann@engsem.~

Literatur *Required Reading and Purchase*
Christopher Marlowe. *The Tragical History of the Life and Death of Doctor Faustus*. (e.g. Oxford World's Classics or Norton edition)
William Shakespeare. *Twelfth Night*. (Ideally Arden edition)
Ben Jonson. *The Alchemist*. (e.g. Penguin or Oxford World's Classics edition)
Students are strongly advised to read *Doctor Faustus* **before** the course begins.

BritA, AAS2/4: Sherlock Holmes - A Study in Adaptation

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 103

Kommentar Sherlock Holmes ranks amongst the most frequently adapted literary characters of all time, boasts one of oldest fandoms, and has long been considered the key figure and starting point of 'classic detective fiction'. But wherein lies the continued fascination with the world of Sherlock Holmes and how has it changed over time?

The canon of Arthur Conan Doyle's work and its countless, varied adaptations, parodies, and pastiches form a complex network of intertextual ties, which will be the object of this seminar.

We will begin with Arthur Conan Doyle's *A Study in Scarlet* (1887) and selected short stories, considering their historical context, and examining character design, genre conventions as well as imperial implications.

Applying methods of adaptation studies beyond prescriptive 'fidelity-criticism', we will then examine page to screen adaptations from the Granada series (1984-1994) to BBC's *Sherlock* (2010-2017), Neil Gaiman's genre-straddling short story "A Study in Emerald" (2003), and postcolonial rewriting in the form of a translation of the Bengali short story "The Will that Vanished" (1961/88) by Saradindu Bandyopadhyay.

Continuing to explore how Conan Doyle's creation has been adapted and appropriated for different audiences, we will turn to *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), the neo-Victorian YA-novel and its subsequent Netflix adaptation (2020). To close the seminar, we will discuss the role of fandom in both Graham Moore's novel *The Sherlockian* (2010) as well as the wider 'Holmesian' or 'Sherlockian' 'metaverse'.

Bemerkung Registration – Stud.IP 01.- 31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please purchase your own copies of the novels Arthur Conan Doyle: *A Study in Scarlet* (1887), Nancy Springer: *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), and Graham Moore: *The Sherlockian* (2010). The short stories and secondary texts will be made available on Stud.IP. Access to filmic adaptations will be clarified on the first day of class.

Be advised, this is a course with a heavy reading load. Please already read Arthur Conan Doyle's *A Study in Scarlet* (1887) during term break i.e. before the course begins !

BritA, AAS3/5, AS: Contemporary Indian Fiction

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

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar This seminar invites students to make their beginnings in postcolonial theory by investigating recent Indian fiction. Following the discussion of excerpts from Shashi Tharoor's non-fictional text *Inglorious Empire: What the British Did to India* (2018), we shall familiarise ourselves with the key concerns and practices of postcolonial studies before applying its central concepts to a selection of Indian-authored texts. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1), we will read short stories by Salman Rushdie (*East, West*, 1994) and Jhumpa Lahiri (*Interpreter of Maladies*, 1999), among others, through the postcolonial lens. Our focus will be on Madhuri Vijay's prize-winning novel *The Far Field* (2019) and its means of representing India's colonial history, the postcolonial nation, diaspora, class and gender. By the end of the seminar, you will have encountered many new concepts which help you develop your independent reading of other prose narratives by contemporary Indian writers.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase John McLeod's *Beginning Postcolonialism* (2nd edition, Manchester UP, 2010), and Madhuri Vijay's *The Far Field* (any edition). All other material will be provided on Stud.IP. Please read McLeod's textbook and Madhuri's novel during term break, i.e. before the course begins.

LingA1

Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast

Seminar, SWS: 2, Max. Teilnehmer: 50
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 12.04.2022 - 23.07.2022 1502 - 506

Kommentar This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.

Literatur *Literatur e* – recommended reading:
König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

An additional reader will be made available at the beginning of the semester.

LingA1/A2, M5, M9: Sociolinguistic Theories (FüBa, MEd)

Seminar, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar This course will look at the three waves of sociolinguistics. It will discuss the relevant theories proposed by Labov, Trudgill, Milroy, Eckert and Johnstone and a range of classic and current case empirical studies to illustrate these theories.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – LingF1-LingF4 / Further Information –ulrike.altendorf@engsem.~
 Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
 Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703

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

Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.

Bemerkung *Registration* – Stud.IP 01.03.2022-09.04.2022

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 All reading material will be provided in class

LingA2

Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast

Seminar, SWS: 2, Max. Teilnehmer: 50
 Diewald, Gabriele| Schulze, Rainer

Di wöchentl. 10:00 - 12:00 12.04.2022 - 23.07.2022 1502 - 506

Kommentar This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent

different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.

Literatur *Literatur e* – recommended reading:
König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

An additional reader will be made available at the beginning of the semester.

LingA1/A2, M5, M9: Sociolinguistic Theories (FüBa, MEd)

Seminar, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar This course will look at the three waves of sociolinguistics. It will discuss the relevant theories proposed by Labov, Trudgill, Milroy, Eckert and Johnstone and a range of classic and current case empirical studies to illustrate these theories.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – LingF1-LingF4 / Further Information –ulrike.altendorf@engsem.~

Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703

Kommentar How are humorous meanings generated and interpreted? Understanding a joke or pun or riddle involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke, the pun or the riddle (a matter of pragmatics and cognitive science). This seminar will introduce and (sometimes) critique a wide range of semantic and pragmatic theories in relation to humour, such as Arthur Koestler's bisociation theory of humour, Victor Raskin's script-based theory of jokes, the General Theory of Verbal Humor by Victor Raskin and Salvatore Attardo, Salvatore Attardo's Linear Theory of Humor, the analysis of puns by Salvatore Attardo, the relationship between humour and pragmatic maxims as

explored by Herbert P. Grice, Dan Sperber and Deirdre Wilson, etc. Each theory will be complemented by discussion topics, countless linguistic examples and suggestions for further reading and will thus encourage a critical approach to semantic, pragmatic and cognitive issues. Beware, attending this seminar is no laughing matter...

Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.

Bemerkung *Registration* – Stud.IP 01.03.2022-09.04.2022
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 All reading material will be provided in class

Professionalisierungsbereich: Schlüsselkompetenzen

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

Diversität im Fokus fachdidaktischer Perspektiven: Inklusiven Fachunterricht planen (lernen)

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

Block +SaSo 09:00 - 16:30 15.07.2022 - 16.07.2022 1502 - 306

Block +SaSo 09:00 - 16:30 22.07.2022 - 23.07.2022 1502 - 306

Kommentar Inklusion stellt seit dem Inkrafttreten der sogenannten UN-Behindertenrechtskonvention im Jahre 2009 zunächst in sonderpädagogischen Diskursen ein vieldiskutiertes Thema dar. Angesichts zunehmender Vielfalt der Lernenden spielen in jüngster Zeit jedoch auch fachdidaktische Perspektiven eine zunehmend wichtige Rolle – so sollen zukünftige (Fremdsprachen-)Lehrkräfte aller Schulformen bereits frühzeitig auf das diversitätssensible Unterrichten in inklusiven Kontexten vorbereitet werden. Im Rahmen dieser interdisziplinär-ausgerichteten Veranstaltung sollen Studierende verschiedener Schulfächer und -formen durch einen kooperativen Ansatz für verschiedene Differenzkategorien sensibilisiert werden, um darauf aufbauend an konkreten Fallbeispielen Ideen für einen differenzierenden Fachunterricht planerisch zu entwickeln. Obwohl die fremdsprachendidaktische Perspektive den Ausgangspunkt darstellt, sollen von den anwesenden Studierenden ausgehend weitere Fachdidaktiken und deren Zugänge beschrieben, evaluiert und planerisch angewendet werden.

Die Studienleistung umfasst die kollaborative Erarbeitung und Präsentation einer Unterrichtsplanung für einen diversitätssensiblen, differenzierenden Fachunterricht.

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

Literatur Texte werden über Stud.IP zur Verfügung gestellt.

English Theatre Workshop

Workshop, SWS: 6
 Bennett, Peter

Mi wöchentl. 14:00 - 18:00 20.04.2022 - 20.07.2022 1501 - -119

So wöchentl. 14:00 - 18:00 12.06.2022 - 24.07.2022 1501 - -119

Kommentar Unless Covid restrictions are still or again in force, 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* – 13.04.22, 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 13.04.2022 - 20.07.2022 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 20.04.2022 - 20.07.2022 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, SWS: 2, Max. Teilnehmer: 25
Gans, Anne | Schneller, Jill

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 613

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. The class 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

Politics: Wahlpflicht

Bemerkung Registration – StudIP 01.03.22-15.03.22 / 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, SWS: 2, Max. Teilnehmer: 25
Gans, Anne | Schneller, Jill

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 609

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

Politics: Wahlpflicht

Bemerkung Registration – StudIP 01.03.22-15.03.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: one written task/oral presentation. PL (SPE): 90-minute written 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: 35
Troitzschel, Yasmin

Do wöchentl. 12:00 - 14:00 21.04.2022 - 21.07.2022 1502 - 703

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 01.03. - 31.03.2022 / Prerequisites – none / Further Information – yasmin.troitzschel@engsem.~

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

LingF2

LingF2: Introduction to Linguistics II

Vorlesung, SWS: 2, Max. Teilnehmer: 70
Altendorf, Ulrike| Troitzschel, Yasmin

Mo wöchentl. 10:00 - 12:00 25.04.2022 - 18.07.2022 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 analyse the function it fulfills.

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 01.03. - 31.03.2022 / Prerequisites – LingF1 / Further Information –yasmin.troitzschel@engsem.~

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

LingF2: Introduction to Linguistics II

Vorlesung, SWS: 2
Jalanesh, Aida

Di wöchentl. 16:00 - 18:00 19.04.2022 - 19.07.2022 1507 - 004

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.

Bemerkung 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. Registration – Stud.IP 01.03. - 31.03.2022 / Prerequisites – LingF1 / Further Information –jalanesh.aida@engsem.~

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

LingF2: Introduction to Linguistics II

Vorlesung, SWS: 2
Jalanesh, Aida

Di wöchentl. 12:00 - 14:00 19.04.2022 - 19.07.2022 1507 - 004

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.

Bemerkung 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. Registration – Stud.IP 01.03. - 31.03.2022 / 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

Vorlesung, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Mi wöchentl. 10:00 - 12:00 13.04.2022 - 20.07.2022 1502 - 615

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 01.03.-31.03.2022 / *Prerequisites* – LingF1 and LingF2 (if applicable) / *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

Seminar, SWS: 2, Max. Teilnehmer: 24
Brinker, Felix

Di wöchentl. 14:00 - 16:00 19.04.2022 - 19.07.2022 1502 - 613

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 01.03.-31.03.2022 / 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.

Intermediate American Literature and Culture (AmerF2/AmerF3)

AmerF2

AmerF3

AmerF3: Colonialism and the Bildungsroman in Canada and the US

Seminar, SWS: 2, Max. Teilnehmer: 25
Fagan, Abigail

Do wöchentl. 12:00 - 14:00 14.04.2022 - 21.07.2022 1502 - 609

Kommentar In this course, we will hone our skills as close readers and literary critics through consideration of two novels, Colson Whitehead's *The Nickel Boys* and Cherie Dimaline's *The Marrow Thieves*. In addition to engaging these texts in terms of genre, we will also consider the ways in which these novels grapple with education and domination through group discussions of historical and theoretical contexts. Both novels play upon the genre of the *bildungsroman* by reimagining exchanges between ostensibly education-oriented institutions and colonized subjects, particularly Black people in the United States and Indigenous people in Canada.

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture / Further information – abigail.fagan@engsem.~

Literatur Please purchase *The Nickel Boys* and *The Marrow Thieves*. Please consider using alternatives to international corporations with your purchase; Annabee in Hannover and jpc.de are good options.

AmerF3: Literature and Culture of the 1960s

Seminar, SWS: 4, Max. Teilnehmer: 25
Brasch, Ilka

Do wöchentl. 14:00 - 18:00 21.04.2022 - 16.06.2022 1502 - 703

Kommentar The 1960s in the United States was a decade of cultural uproar and a reevaluation of existing norms and ideals. Politically and culturally, the decade is informed by the Cold War and its political crises and by the Civil Rights Movement. At the same time, literature of the 'psychedelic sixties' reflects and engages critically with the use of mind-expanding drugs and bears witness to a shifting understanding of mental illness. Moreover, 1960s literature returns time and again to conceptions of gender in terms of a reconsideration

of female gender norms in American society. In this class, we will consider these multiple issues by studying a choice of literary texts from the era, including Sylvia Plath's *The Bell Jar* (1963) and Maya Angelou's *I Know Why the Caged Bird Sings* (1969), as well as other forms such as essays and film. Please note the scheduling of this class: We will meet for one regular 90-minute session on April 21st and then have double sessions, from 2-6pm, from April 28th to June 16th.

Dates: 21.04.2022 – 16.06.2022

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture / Further information – ilka.brasch@engsem.~

Literatur You can use any edition of Plath's and Angelou's novels, but it may be convenient to use the editions I use, which are these: Plath, Sylvia. *The Bell Jar*. Faber & Faber, 2013 (978-0-571-26886-3) / Angelou, Maya. *I Know Why the Caged Bird Sings*. Ballantine, 2015 (978-0-345-51440-0).

AmerF3: Modernism and Modernity in New York City

Seminar, SWS: 2, Max. Teilnehmer: 25
Groß, Florian| Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 11.04.2022 - 18.07.2022 1502 - 609

Kommentar In this class we will cast a look at the ways in which New York City became the paradigmatic modern city at the turn of the twentieth century. In the period from 1910 to 1930, new architectures (the skyscraper), new forms of commodification (advertising, periodicals), and new media of entertainment (film, vaudeville, comics) brought about a pervasive reconfiguration of the urban space, while increasing immigration rates and racial tensions called for new definitions of national identity and ethnicity. New York as the new metropolis was thematized in prose, poetry, film, music, in advertising and magazines, and finally in paintings and photography – and in this class we will be concerned with all of these modes of representation.

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture / Further information – florian.gross@engsem.~

Literatur Please purchase John Dos Passos' *Manhattan Transfer*, any complete edition of the novel will do. More material will be made available on StudIP at the beginning of the semester.

AmerF3: Myths and Monuments

Seminar, SWS: 2, Max. Teilnehmer: 25
Loock, Kathleen

Di wöchentl. 14:00 - 16:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar The murder of George Floyd by Minneapolis police officers in May 2020 sparked international outrage and revived controversies about Confederate monuments in the United States. Across the nation, statues were toppled, parks, schools, and streets renamed, and Confederate flags and symbols removed from public spaces. In this course, we will examine how such symbolic removals from public memory partake not in erasing but in revising national narratives that have long privileged a past of racism, slavery, and colonialism while it omitted the history of minorities and their ongoing struggles against oppression. From Christopher Columbus to Confederates, the course will trace the construction and deconstruction of myths and monuments in the United States. We will study a variety of different materials, including statues as well as literary texts, films, textbooks, and public holidays, in order to critically reflect on how the national past is remembered.

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture / Further information – kathleen.loock@engsem.~

Literatur Will be made available on StudIP

Intermediate British Literature and Culture (BritF2/BritF3)

BritF2

BritF2: Survey of British Literatures and Cultures

Vorlesung, SWS: 2
Gohrisch, Jana

Mi wöchentl. 08:00 - 10:00 13.04.2022 - 20.07.2022 1208 - A001

Kommentar The aim of this lecture series is to provide a broad introduction to the social and political as well as the cultural and literary history of Britain as well as to current debates and conflicts in British politics and culture. The lectures will not only offer historical and cultural facts, but will also question them from the various perspectives of Literary and Cultural Studies theories. Moreover, we will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

In all probability, the lecture will be recorded and made available for viewing on Stud.IP.

Aylica Boock will offer a tutorial (time and place to be announced on Stud.IP). The aim of this tutorial is threefold: 1) to discuss all questions that might have come up in the weekly lecture, 2) to work on exercises recapitulating and supplementing the lecture content and 3) to aid students' preparation for the final exam. Participation is not a prerequisite for taking the final exam, but is strongly recommended.

There are two examination dates students can choose from: 25 August 2022 and 23 February 2023 (10:00-11:00, procedure and lecture hall to be announced).

Bemerkung Registration – Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1 for FüBA students, none for others

Further Information – jana.gohrisch@engsem.~

Literatur

Recommended Reading

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Kramer, Jürgen. *Britain and Ireland. A Concise History* (2007)

Middeke, Martin et al., eds. *English and American Studies. Theory and Practice* (2012)

Poplawski, Paul, ed. *English Literature in Context*. 2nd ed. (2017)

BritF3

BritF3: Practising Literary Criticism: British and Postcolonial Literatures

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

Mi wöchentl. 10:00 - 12:00 13.04.2022 - 20.07.2022 1502 - 703

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

Bemerkung Registration – Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1; recommended: BritF2
Further Information –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*
Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022),www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.
Shakespeare, William. *Othello* (Arden edition).
All other material (including the longer excerpts from *Robinson Crusoe*) will be provided in a reader available for purchase from Copyshop Stork and on Stud.IP.
Reader – Copyshop Stork (Körnerstraße) from 11.04.2022 and Stud.IP

BritF3: Practising Literary Criticism: British Literatures and Cultures (LA Moritz Kiermeier)

Seminar, SWS: 2, Max. Teilnehmer: 40
Kiermeier, Moritz

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 615

Kommentar This seminar accompanies but does not substitute the BritF2 Survey. Participation in the weekly (online) course is mandatory in order to profit from the various exercises conducted in this seminar. 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 William Shakespeare's play *As You Like It* . Further texts read and discussed in this class will include Shakespearean sonnets, excerpts from narrative texts and plays (e.g. Daniel Defoe: *Robinson Crusoe* , Jane Austen: *Pride and Prejudice* , Oscar Wilde: *The Importance of Being Earnest*), as well as paintings by Thomas Gainsborough and J.M.W. Turner. In studying these exemplary texts, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the AmerBritF1 Introduction with a context-oriented reading in order to identify, understand and evaluate the development of literary conventions. Students will be asked to contribute definitions of terms and concepts using relevant specialist literature, such as encyclopaedias, dictionaries and scholarly texts.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1; recommended: BritF2 / Further Information –moritz.kiermeier@engsem.~

Literatur *Required Reading and Purchase*
Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022),www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.
Please acquire a copy of William Shakespeare's *As You Like It* in the Arden edition (ed. Juliet Dusinberre, 2006) and read the play in the term break. The other set texts will be provided in a reader available for purchase from Copyshop Stork and on Stud.IP.
Reader – Copyshop Stork (Körnerstraße) from 11.04.2022 and Stud.IP

Foundations Language Practice (SP1/SP2)

SP1

SP1: Vocabulary and Pronunciation - Blockkurs 04.-08.04.22

Seminar, SWS: 2, Max. Teilnehmer: 30
Gans, Anne

Block 10:30 - 14:00 04.04.2022 - 08.04.2022 1502 - 615

Fr Einzel 09:00 - 12:00 08.04.2022 - 08.04.2022 1502 - 613
Kommentar This course is designed for students who wish to repeat the course taken in the WiSe in order to prepare to retake the SL test.

Bemerkung *Registration* – StudIP 01.03.22-15.03.2022 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Size restriction* – 30 / *Further Information* – anne.gans@engsem.~

SP2

SP2 Grammar - Group 1

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

Mo wöchentl. 10:00 - 12:00 11.04.2022 - 18.07.2022 1502 - 615
Kommentar This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach.

Bemerkung *Registration* – StudIP 01.03.2021-15.03.2022 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: two online quizzes, PL: 90-min written exam / *Size restriction* – 25 / *Further Information* – anne.gans@engsem.~

SP2 Grammar - Group 2

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

Mo wöchentl. 12:00 - 14:00 11.04.2022 - 18.07.2022 1502 - 615
Kommentar This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach.

Bemerkung *Registration* – StudIP 01.03.2021-15.03.2022 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: two online quizzes, PL: 90-min written exam / *Size restriction* – 25 / *Further Information* – anne.gans@engsem.~

SP2: Grammar - Group 3

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

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 615
Kommentar This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach.

Bemerkung *Registration* – StudIP 01.03.2021-15.03.2022 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: two online quizzes, PL: 90-min written exam / *Size restriction* – 25 / *Further Information* – anne.gans@engsem.~

SP2: Grammar - Group 4

Seminar, SWS: 2, Max. Teilnehmer: 30
Gans, Anne

Fr wöchentl. 10:00 - 12:00 15.04.2022 - 22.07.2022 1502 - 615

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

Bemerkung *Registration* – StudIP 01.03.2021-15.03.2022 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: two online quizzes, PL: 90-min written exam / *Size restriction* – 25 / *Further Information* – anne.gans@engsem.~

Advanced Language Practice (SP3/SP4)

SP3

SP4

SP4: Advanced Composition - Group 1

Seminar, SWS: 2, Max. Teilnehmer: 25
Schneller, Jill

Di wöchentl. 08:00 - 10:00 12.04.2022 - 26.07.2022 1502 - 609

Kommentar This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary

Please note some schedule differences for groups 1 and 3. Students in these groups will be required to take a mock exam on Saturday, 16 July, 2022. The final exam will take place on Saturday, 23 July, 2022.

Bemerkung *Registration* – StudIP 01.03.2022-15.03.2022 / *Prerequisites* – SP1 + SP2 and SP3 / *Assessment Tasks* – SL: two written tasks PL: 90-min exam / *Size restriction* – 25 / *Further Information* – jill.schneller@engsem.~

SP4: Advanced Composition - Group 2

Seminar, SWS: 2, Max. Teilnehmer: 25
Schneller, Jill

Di wöchentl. 10:00 - 12:00 12.04.2022 - 12.07.2022 1502 - 613

Kommentar This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary

Please note some schedule differences for groups 1 and 3. Students in these groups will be required to take a mock exam on Saturday, 16 July, 2022. The final exam will take place on Saturday, 23 July, 2022.

Bemerkung *Registration* – StudIP 01.03.2022-15.03.2022 / *Prerequisites* – SP1 + SP2 and SP3 / *Assessment Tasks* – SL: two written tasks PL: 90-min exam / *Size restriction* – 25 / *Further Information* – jill.schneller@engsem.~

SP4: Advanced Composition - Group 3

Seminar, SWS: 2, Max. Teilnehmer: 25
Schneller, Jill

Do wöchentl. 08:00 - 10:00 14.04.2022 - 28.07.2022 1502 - 609

Kommentar This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary

Please note some schedule differences for groups 1 and 3. Students in these groups will be required to take a mock exam on Saturday, 16 July, 2022. The final exam will take place on Saturday, 23 July, 2022.

Bemerkung *Registration* – StudIP 01.03.2022-15.03.2022 / *Prerequisites* – SP1 + SP2 and SP3 / *Assessment Tasks* – SL: two written tasks PL: 90-min exam / *Size restriction* – 25 / *Further Information* – jill.schneller@engsem.~

SP4: Advanced Composition - Group 4

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

Do wöchentl. 12:00 - 14:00 14.04.2022 - 21.07.2022 1502 - 613

Kommentar This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary

Please note some schedule differences for groups 1 and 3. Students in these groups will be required to take a mock exam on Saturday, 16 July, 2022. The final exam will take place on Saturday, 23 July, 2022.

Bemerkung *Registration* – StudIP 01.03.2022-15.03.2022 / *Prerequisites* – SP1 + SP2 and SP3 / *Assessment Tasks* – SL: two written tasks PL: 90-min exam / *Size restriction* – 25 / *Further Information* – jill.schneller@engsem.~

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

DidF1

DidF1: Introduction to Teaching English as a Foreign Language

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

Do wöchentl. 08:00 - 10:00 14.04.2022 - 21.07.2022 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. et al. (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 01.03. - 31.03.2022 / Size restriction – 30 / Prerequisites – none / Further Information – gabriele.blell@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
Kuhrs Woltin, Alexander

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 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. et al. (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 01.03. - 31.03.2022 / 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.

DidF2

DidF2: Digital Teaching and Learning Tools in the 21st Century EFL Classroom

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar The Corona pandemic has led to many changes in educational institutions and digital tools have become increasingly relevant and might remain an innovation worth keeping. Besides, digital tools have become an indispensable part of our everyday lives and bring a wide range of benefits. How can digital tools be beneficial in EFL lessons? In this seminar we will try out hands-on how digital tools can be didactically and methodically integrated into EFL lessons, so, please bring your own device (BYOD). Various current digital tools will be presented, contextualized within the framework of scholastic

standards, and their use will be tested. *We will explore how receptive (i.e., listening and reading) and productive (i.e., speaking and writing) skills as well as language means (i.e., grammar and lexis) can be taught using corresponding technological tools (e.g., tablets, smartphones) and applications.*

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

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Size restriction – 25 / Prerequisites – DidF1 / Further Information – alexander.woltin@engsem.uni-hannover.de

Literatur Check the syllabus on Stud-IP.

DidF2: Teaching Films: Clint Eastwood's Gran Torino (2008)

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

Fr wöchentl. 12:00 - 14:00 15.04.2022 - 22.07.2022 1502 - 615

Kommentar Films as text have already found their way into the EFL classrooms in the context of listening-viewing comprehension skills. However, meanwhile, film education emphasizes (foreign) language learning activities through analyzing, conceptualizing, and creating films. Among other aspects, films serve as an occasion for (creative) production tasks (i.e., speaking and writing) and moments of inter-/transcultural learning. Recently, films have also become part of the compulsory text material for Lower Saxony's Abitur. But how do you teach films? Which core curricular competencies can be trained and consolidated with and through films? After having worked out theoretical basics together, we will develop concrete teaching and learning scenarios and materials using the example of Clint Eastwood's Gran Torino (compulsory text for the Abitur 2022). To receive course credit (Studienleistung) you will have to collaboratively present assigned topics in an interactive and product-oriented way and design concrete learning materials.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Size restriction – 25 / Prerequisites – DidF1 / Further Information – alexander.kuhrs.woltin@engsem.uni-hannover.de

DidF2: Teaching Literature: New Literary Genres in the EFL Classroom

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

Di wöchentl. 14:00 - 16:00 12.04.2022 - 19.07.2022 1502 - 615

Kommentar The Lower Saxony "Kerncurriculum" for the EFL classroom (Sek. I and II) has always put a strong focus on teaching literature (i.e., novel, short story, drama, poem). During the last 20 years, new literary genres like digital fiction, fan fiction, graphic novels, text-talk fiction, or twitter literature, only to name a few, have developed. At the same time, post-millennial literature deals with current topics and issues (i.e., climatic, natural, man-made apocalypses, crises, diversity etc.) and vividly reflects today's technological culture. The EFL classroom has to critically reflect these new trends in literature production. Processes of reading and responding to selected texts will be in the centre of discussion as well as methods of analyzing short texts and subsequently promoting creative ways of dealing with these new genres in a learner- and activity-based way. The seminar takes up and further develops competences in the field 'Teaching Literature'.

To receive course credit (*Studienleistung*) you will have to work on short assignments.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Size restriction – 25 / Prerequisites – DidF1 / Further Information – gabriele.blell@engsem.uni-hannover.de

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

Recommended: Thaler, E. (ed.) Lit21. *New Literary Genres in the Language Classroom.* Tübingen: Narr.

Diversität im Fokus fachdidaktischer Perspektiven: Inklusiven Fachunterricht planen (lernen)

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

Block +SaSo	09:00 - 16:30 15.07.2022 - 16.07.2022 1502 - 306
Block +SaSo	09:00 - 16:30 22.07.2022 - 23.07.2022 1502 - 306
Kommentar	<p>Inklusion stellt seit dem Inkrafttreten der sogenannten UN-Behindertenrechtskonvention im Jahre 2009 zunächst in sonderpädagogischen Diskursen ein vieldiskutiertes Thema dar. Angesichts zunehmender Vielfalt der Lernenden spielen in jüngster Zeit jedoch auch fachdidaktische Perspektiven eine zunehmend wichtige Rolle – so sollen zukünftige (Fremdsprachen-)Lehrkräfte aller Schulformen bereits frühzeitig auf das diversitätssensible Unterrichten in inklusiven Kontexten vorbereitet werden. Im Rahmen dieser interdisziplinär-ausgerichteten Veranstaltung sollen Studierende verschiedener Schulfächer und -formen durch einen kooperativen Ansatz für verschiedene Differenzkategorien sensibilisiert werden, um darauf aufbauend an konkreten Fallbeispielen Ideen für einen differenzierenden Fachunterricht planerisch zu entwickeln. Obwohl die fremdsprachendidaktische Perspektive den Ausgangspunkt darstellt, sollen von den anwesenden Studierenden ausgehend weitere Fachdidaktiken und deren Zugänge beschrieben, evaluiert und planerisch angewendet werden.</p> <p>Die Studienleistung umfasst die kollaborative Erarbeitung und Präsentation einer Unterrichtsplanung für einen diversitätssensiblen, differenzierenden Fachunterricht.</p>
Bemerkung	Registration – StudIP / Size restriction – 30 / Prerequisites – none / Further Information – jana.oldendoerp@engsem.uni-hannover.de
Literatur	Texte werden über Stud.Ip zur Verfügung gestellt.

Professionalisierungsbereich Schlüsselkompetenzen

Für weitere Veranstaltungen siehe das Angebot des Zentrums für Schlüsselkompetenzen.

Diversität im Fokus fachdidaktischer Perspektiven: Inklusiven Fachunterricht planen (lernen)

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

Block +SaSo	09:00 - 16:30 15.07.2022 - 16.07.2022 1502 - 306
Block +SaSo	09:00 - 16:30 22.07.2022 - 23.07.2022 1502 - 306
Kommentar	<p>Inklusion stellt seit dem Inkrafttreten der sogenannten UN-Behindertenrechtskonvention im Jahre 2009 zunächst in sonderpädagogischen Diskursen ein vieldiskutiertes Thema dar. Angesichts zunehmender Vielfalt der Lernenden spielen in jüngster Zeit jedoch auch fachdidaktische Perspektiven eine zunehmend wichtige Rolle – so sollen zukünftige (Fremdsprachen-)Lehrkräfte aller Schulformen bereits frühzeitig auf das diversitätssensible Unterrichten in inklusiven Kontexten vorbereitet werden. Im Rahmen dieser interdisziplinär-ausgerichteten Veranstaltung sollen Studierende verschiedener Schulfächer und -formen durch einen kooperativen Ansatz für verschiedene Differenzkategorien sensibilisiert werden, um darauf aufbauend an konkreten Fallbeispielen Ideen für einen differenzierenden Fachunterricht planerisch zu entwickeln. Obwohl die fremdsprachendidaktische Perspektive den Ausgangspunkt darstellt, sollen von den anwesenden Studierenden ausgehend weitere Fachdidaktiken und deren Zugänge beschrieben, evaluiert und planerisch angewendet werden.</p> <p>Die Studienleistung umfasst die kollaborative Erarbeitung und Präsentation einer Unterrichtsplanung für einen diversitätssensiblen, differenzierenden Fachunterricht.</p>
Bemerkung	Registration – StudIP / Size restriction – 30 / Prerequisites – none / Further Information – jana.oldendoerp@engsem.uni-hannover.de
Literatur	Texte werden über Stud.Ip zur Verfügung gestellt.

English Theatre Workshop

Workshop, SWS: 6
Bennett, Peter

Mi wöchentl. 14:00 - 18:00 20.04.2022 - 20.07.2022 1501 - -119

So wöchentl. 14:00 - 18:00 12.06.2022 - 24.07.2022 1501 - -119

Kommentar Unless Covid restrictions are still or again in force, 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* – 13.04.22, 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 13.04.2022 - 20.07.2022 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 20.04.2022 - 20.07.2022 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, SWS: 2, Max. Teilnehmer: 25
Gans, Anne| Schneller, Jill

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 613

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. The class 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

Politics: Wahlpflicht

Bemerkung Registration – StudIP 01.03.22-15.03.22 / 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, SWS: 2, Max. Teilnehmer: 25
Gans, Anne| Schneller, Jill

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 609

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

Politics: Wahlpflicht

Bemerkung Registration – StudIP 01.03.22-15.03.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: one written task/oral presentation. PL (SPE): 90-minute written exam / Further Information – anne.gans@engsem.~

Masterstudiengang Lehramt an Gymnasien - Fach Englisch

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

DidPA: Diversity in the Classroom - Dealing with Differences. (Zusatzveranstaltung im Block)

Seminar, Max. Teilnehmer: 12
Traumann, Sven

Mi wöchentl. 16:00 - 19:00 06.07.2022 - 06.07.2022 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 Becker-Rolfs

Thema: Feedback

Zeit: Do., 28.04.22, 15:00-18:00 Uhr

Seminar II Blanckertz

Thema: LRS / Dyslexia im EU

Zeit: Fr., 06.05., 15-18 Uhr

Seminar III Traumann
 Thema: Diversity in the Classroom - Dealing with Differences
 Zeit: Mi., 06.07., 16-19 Uhr
 Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA /
 Further Information – sven.traumann@engsem.uni-hannover.de

DidPA: - Feedback - Zusatzveranstaltung im Block

Seminar, Max. Teilnehmer: 12
 Becker-Rolfs, Carolin

Mi wöchentl. 15:00 - 18:00 27.04.2022 - 27.04.2022 1502 - 703

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 Blockveranstaltung 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 Becker-Rolfs
 Thema: Feedback
 Zeit: Do., 28.04.22, 15:00-18:00 Uhr

Seminar II Blanckertz
 Thema: LRS / Dyslexia im EU
 Zeit: Fr., 06.05., 15-18 Uhr

Seminar III Traumann
 Thema: Diversity in the Classroom - Dealing with Differences
 Zeit: Mi., 06.07., 16-19 Uhr

Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA /
 Further Information – carolin.becker-rolfs@engsem.uni-hannover.de

DidPA: LRS / Dyslexia im EU - Zusatzveranstaltung im Block

Seminar, Max. Teilnehmer: 12
 Blanckertz, Janka

Fr wöchentl. 15:00 - 18:00 06.05.2022 - 06.05.2022 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 Blockveranstaltung 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 Becker-Rolfs
 Thema: Feedback
 Zeit: Do., 28.04.22, 15:00-18:00 Uhr

Seminar II Blanckertz
 Thema: LRS / Dyslexia im EU
 Zeit: Fr., 06.05., 15-18 Uhr

Seminar III Traumann
 Thema: Diversity in the Classroom - Dealing with Differences
 Zeit: Mi., 06.07., 16-19 Uhr

Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA /
 Further Information – janka.blanckertz@engsem.uni-hannover.de

DidPA: Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
 Blanckertz, Janka

Do wöchentl. 16:00 - 18:00 14.04.2022 - 21.07.2022 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 01.03. - 31.03.2022 / 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.

Fachpraktikum (1)

Fachpraktikum, SWS: 2, Max. Teilnehmer: 15
Kuhrs Woltin, Alexander

Do wöchentl. 14:00 - 16:00 28.07.2022 - 29.09.2022 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 29.07.2022 - 29.09.2022 1502 - 615

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.

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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.

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Bemerkung	Registration – StudIP / Size restriction – 15 / Prerequisites – DidF / Further Information – alexander.woltin@engsem.uni-hannover.de
Literatur	See course page on StudIP.

Advanced Methodology (DidA) (Erst-, Zweitfach und Kleine Fakultas)

DidA: Bewegtes Lernen im Englisch- und Spanischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 30
Blell, Gabriele | Rössler, Andrea

Do wöchentl. 12:00 - 14:00 14.04.2022 - 21.07.2022 1502 - 615

Kommentar Die lernfördernde Wirkung von Bewegungsaktivitäten ganz unterschiedlicher Art auf die kognitive Leistungsfähigkeit, auf Aufmerksamkeit und Konzentration sowie auf soziales Lernen ist im Fremdsprachenunterricht schon lange bekannt. Sie gerät aber zuweilen aufgrund einer meist bewegungsunfreundlichen ‚Sitzschule‘ und einem primär kognitiv ausgerichteten FSU aus dem Blick. Bewegter Unterricht ist eine Form von Fachunterricht, die bereits seit dem 18./19. Jahrhundert auch dem FSU wichtige Lehr- und Lernimpulse verschafft hat. Zu denken ist hier z.B. an Pestalozzis ganzheitliches Lernen mit Kopf, Herz und Hand, an das anschauungs- und handlungsorientierte Erziehungsmodell der Reformpädagogik, an das taktil-kinästhetische Lernen im Sinne Montessoris, den bekannten *Total Physical Respo nse* -Ansatz (TPR A) oder Lozanovs suggestopädische Lernkonzerte. Bewegung dient dabei nicht nur dazu, Lernprozesse zu unterstützen und die Leistungsfähigkeit der Schüler*innen zu optimieren (indirekte Unterstützung). Bewegung dient vielmehr auch zur Unterstützung von Lernprozessen, die eng mit dem Lerngegenstand Sprache verbunden sind (direkte Lernunterstützung). Das können auch neuere empirische Studien zum bewegten Fremdsprachenlernen belegen. Im Seminar soll deswegen die Frage im Mittelpunkt stehen, wie der FSU heute, analog und auch digital, bewegt und gleichzeitig bewegend gestaltet werden kann. Es sollen verschiedene, tradierte und neue, Ansätze und Sichtweisen aus der Englisch- und der Spanischdidaktik auf einen bewegten FSU vorgestellt, diskutiert und auch teilweise erprobt werden (z.B. performatives Lernen im FSU, Schüleraustauschfahrten und Exkursionen, bewegter Wortschatz- und Grammatikunterricht, außerschulische Lernorte und Gamification im FSU). Seminarsprachen werden Deutsch, Englisch und Spanisch sein.

Prüfungsleistung (benotet):

Bemerkung	Spanisch: Hausarbeit (15-20 S.), Englisch: Hausarbeit (5000 Wörter) Registration – StudIP 01.03. - 31.03.2022 / Size restriction – 30 / Prerequisites – DidF / FÜBA-Modul in Spanisch; Further Information – gabriele.blell@engsem.uni-hannover.de; rössler@romanistik.phil.uni-hannover.de
Literatur	See course page on StudIP.

DidA: Classroom Analysis: Methods and Means.

Seminar, SWS: 2, Max. Teilnehmer: 30
Traumann, Sven

Mi wöchentl. 14:00 - 16:00 13.04.2022 - 20.07.2022 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 01.03. - 31.03.2022 / Size restriction – 30 / Prerequisites – DidF / Further Information –sven.traumann@engsem.uni-hannover.de
Literatur	See course page on StudIP.

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

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

Di wöchentl. 12:00 - 14:00 12.04.2022 - 19.07.2022 1502 - 615

Di wöchentl. 12:00 - 14:00 19.07.2022 - 19.07.2022 1502 - 613

Kommentar The Lower Saxony “Kerncurriculum” for the EFL classroom (Gymnasium) puts a strong focus on teaching facets of *language awareness* (Sprachbewusstheit) and *language learning competence* (Sprachlernkompetenz). *Language awareness*, on the one hand, can be understood as explicit knowledge about language(s), and conscious perception and sensitivity in language learning and use (e.g., recognize, name and analyze communication problems and find possible ‘repair strategies’; recognize, describe and evaluate language manipulation strategies (*critical language awareness*)). On the other hand, *language learning competence* comprises the willingness and ability to analyze and critically reflect one’s own language learning and use. Learners should be able to make use of a repertoire of strategies (e.g., cognitive & metacognitive learning or social & emotional strategies). We will discuss selected topics (English as Lingua Franca, English as gateway to other languages, translanguaging, intercomprehension, ‘Bildungs- und Fachsprache’ BICS & CALP etc., and subsequently promote creative ways of dealing with them in a task based and learner- and activity-based way.

To receive course credit (Studienleistung) you will have to work on a couple of short assignments. The final examination **Prüfungsleistung** will be **a an in-class examination (90 min)**.

Bemerkung	Registration – StudIP 01.03. - 31.03.2022 / Size restriction – 30 / Prerequisites – DidF / Further Information –Gabriele.blell@engsem.uni-hannover.de
Literatur	See course page on StudIP.

DidA: The Makerspace: Producing and Evaluating explainer Videos in the EFL Classroom

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

Mo wöchentl. 16:00 - 18:00 11.04.2022 - 18.07.2022 1502 - 615

Kommentar Explainer videos are becoming increasingly important both in the private sphere and in the field of education. Empirical findings prove positive effects of explainer videos in the area of cognitive but also affective factors. In this seminar, we will examine the medium of explainer videos against the background of their popularity (cf. JIM Study 2021) and multimodality for EFL classrooms. The focus will be on different forms and functions of explainer videos as well as embedding them in flipped classroom settings. We will also explore potentials of the green screen studio. After a theoretical and technical foundation, we will produce and evaluate explainer 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 explainer video (= product) and a corresponding exposé (= written assignment) make up the examination credits (Prüfungsleistung).

Bemerkung	Registration – StudIP 01.03 - 31.03.2022 / Size restriction – 30 / Prerequisites – DidF / Further Information – alexander.woltin@engsem.uni-hannover.de
Literatur	See course page on StudIP.

DidPA: Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 30

Becker-Rolfs, Carolin

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 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 01.03. - 31.03.2022 / Size restriction – 30 / 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.

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

AmerA

AmerA, AAS1/2/3, AS: Colonizing America

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

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 609

Kommentar This course explores the colonization of what became the United States of America through historical documents and more recent critical work. We will discuss the historical events and conceptual impact of the colonization of early America and the United States through our synthesis of theoretical ideas and contemporary writing. The primary texts that we consider throughout this course include, for instance, the writings of explorers like John Smith and Meriweather Lewis, court proceedings from the Salem Witch Trials, and passages from poets and authors like Phyllis Wheatley, Harriot Jacobs, and Harriet Beecher Stowe. These primary texts will then be paired with more recently written critiques of American colonization by theorists from Black and Critical Indigenous Studies, including Katherine McKittrick, Hortense Spillers, Lisa Brooks, and Nick Estes. We will focus in particular on the role that bodies of water like the Atlantic Ocean and the Ohio and Missouri Rivers shaped and were shaped by the colonial hierarchies that have created the United States as we know it today.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS1/3: Formations of the Self in Autofiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Youssef, Lujain

Fr wöchentl. 10:00 - 12:00 15.04.2022 - 22.07.2022 1502 - 609

Kommentar Serge Doubrovsky writes, "As soon as I write myself, I invent myself." Doubrovsky coined the term 'autofiction' that foregrounds notions of self-discovery, individuality

and subjectivity. However, many autofictional characteristics have already existed in the Anglophone world before the term had gained popularity. Currently, exploring and working on autofiction has become a vital area of research engaging with questions about identity, selfhood, and truth. Focusing on autobiographical theory in this class, we will deal with questions like: what is autofiction? How does it deal with identity and forms of representation? How does this genre affect our understanding of self-formation in literature? And how does it deal with concepts like falsehood, authenticity, and truth in narrating the self?

Bemerkung	Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – lujain.youssef@engsem.~
Literatur	Will be made available on StudIP.

AmerA, AAS1, AS: Theorizing Mass Culture, Popular Culture, Media Culture

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

Mo wöchentl. 16:00 - 18:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar In this theory-centric seminar, we will engage with a number of different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary popular entertainment and media culture. Text to be discussed include early works from the tradition of German critical theory (such as Walter Benjamin's famous essay on "The Work of Art in the Age of its Technological Reproducibility" and Theodor W. Adorno's essays on the "Culture Industry"), Marshall McLuhan's writings on media as "extensions" human bodily capacity, cultural studies approaches to the agency of media audiences and the logics of "participatory culture," system-theoretical approaches to the mass media as well as research on popular serial forms and the specific logics of digital-era entertainments. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of popular entertainments in the mundane routines of life under capitalism, audiences' ability to critically engage with and appropriate media contents for their own purposes, and the media's contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory, but should be prepared to engage with theoretical, philosophical, and often difficult texts on the subject matter.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur Will be made available on StudIP.

AmerA, AAS2/3/4, AS: Periodical Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix | Mayer, Ruth

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar In the nineteenth century, periodicals (newspapers, illustrated magazines, penny-papers, academic and specialized journals and much more) boomed in the United States. At around the turn of the century, these media entered into a complicated – both collaborative and competitive – interrelation with the emerging mass media of the twentieth century: cinema, comics, radio. In this class we will pay close attention to how periodical cultures shaped the US-American cultures of entertainment, knowledge and information at large, and how they contributed to the formation of niches, special interest groups, and subcultures in the United States. We will investigate particular periodical formats (the literary magazine, the illustrated women's magazine, the little magazine), but also look at how individual writers and artists responded to the phenomena of the new

	publishing markets. We will be particularly concerned with text-image relations and the formal effects of serialization or intermediality in this context.
Bemerkung	Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~
Literatur	All texts for this class will be made available on StudIP.

AmerA, AAS2/3, AS: Post-Race Literature

Seminar, SWS: 4, Max. Teilnehmer: 40
Oldehus, Anna-Lena

Fr wöchentl. 12:00 - 16:00 17.06.2022 - 22.07.2022 1502 - 609

Kommentar	In this class, we will engage with contemporary fictional texts that cross the border of a nation state and problematize notions of race, nationhood, and ethnic identity. While literary scholar Ramón Saldívar proposes the 21 st century to be the age of 'postrace literature,' authors such as Junot Díaz refute the term for fear of cultivating colorblindness. Besides looking at political, social, and economic forces that inform contemporary writing, we will also engage with questions of envisioning authorship and writing in our times. This class is designed to enable students to become aware of the global dimensions of literary texts and to become familiar with critical concepts such as border theory, postcolonial studies, and decolonization.
Bemerkung	Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~
Literatur	In this class we will read Daphne Palasi Andreades' debut novel <i>Brown Girls</i> (2022). Avoid Amazon and check out your local bookshops or buy your books second-hand on platforms (like blackwells.co.uk, for instance).

AmerA, AAS2, AS: Early American Political Fiction

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

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 609

Kommentar	This class will zoom in on the first decades of the United States as a republic and on the fictions that accompanied the young nation's inaugural years. In the 1790s and early 1800s, what we now call 'the novel' was not yet defined as it is today, and political fictions appeared in a variety of forms, like serialized picaresque tales, magazine publications, or plays. The result was a literary public sphere that debated social and political ideals in creative ways, producing critical, humorous, satirical, or utopian fictions. Throughout the semester, we will engage with texts that at a first glance seem strange to contemporary readers, such as H. H. Brackenridge's <i>Modern Chivalry</i> (1792-1815, excerpts), or the anonymously published <i>Equality – A Political Romance</i> (1802) – texts that need to be understood in their own historical context but also beyond it, as reflections of what was and what should be, or what could have been. Students who take this course do not need extensive prior knowledge about the history of the United States but should be interested in historical subjects.
Bemerkung	Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~
Literatur	All texts for this class will be made available on StudIP.

AmerA, AAS4: Film Remakes and Franchises

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 609

- Kommentar** In this course, we will study Hollywood's long history of repeating, continuing, and revising familiar material and critically engage with theoretical approaches to the film remake, sequel, franchise, and reboot. We will trace how the industrial and cultural patterns of Hollywood's remaking have changed over time and discuss the economic, political, and cultural implications of film remakes and franchises, from *Stella Dallas* to *Star Wars* and *Jurassic World*. Students will be able to follow their own research interests and contribute to work that is being done in the field of remake studies: they can choose a film remake, sequel, or reboot they want to investigate, applying the tools and knowledge this course provides.
- Bemerkung** Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / 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, AAS4: Television, Genre, Seriality: The O.C.

Seminar, SWS: 2, Max. Teilnehmer: 40
Groß, Florian

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 615

- Kommentar** Through a semester-long case study of the classic teen drama *The O.C.* (Fox, 2003-2007), this class will provide an in-depth introduction to the academic study of television and television series. After a brief look at US television's history and the history of theoretical approaches to studying television, we will engage with the history of teen-oriented texts in film and on TV. In the context of our analysis of the series, we will apply critical formal concepts and categories (e.g. narrative, visual style, editing, genre, seriality) to various episodes and seasons of *The O.C.* Finally, the case study will serve to exemplify readings of television series along the lines of gender, class, and ethnicity, as well as modern consumer capitalism, cool youth culture, and media convergence.
- Bemerkung** Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – florian.gross@engsem.~
- Literatur** Will be made available on StudIP.

BritA

BritA, AAS1: Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 12.04.2022 - 19.07.2022 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** Registration – Stud.IP 01.-31.03.2022 / 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" (2022), 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. (2017).

Brontë, Charlotte. *Jane Eyre* (preferred edition: Norton 2001 or 2016, also feasible: Oxford World's Classics or 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 in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP. The "Guidelines" are on the website of the English Department, on Stud.IP and for sale in the copyshop.

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

Reader – Copyshop Stork (Körnerstraße) from 11.04.2022 and Stud.IP

BritA, AAS2/3/4: Charles Dickens: From Text to Screen

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

Di wöchentl. 12:00 - 14:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar

Exploring the enduring appeal of Charles Dickens's writing, this seminar focuses on *Oliver Twist* (1838) and *Great Expectations* (1860/61) and some of their major screen adaptations. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of literary and cultural history acquired in the Survey lecture (BritF2), we will start with a thorough examination of how the canonical novels negotiate the social realities of nineteenth-century England on the level of plot, setting, narration and character. Following an introduction to the key concerns and practices of adaptation studies as well as film analysis, we shall then turn to selected adaptations of *Oliver Twist* (2004, dir.: Tim Greene; 2005, dir.: Roman Polanski) and *Great Expectations* (1946, dir.: David Lean; 1998, dir.: Alfonso Cuarón), investigating their critical potential by locating them in the wider theoretical frameworks of intertextuality and rewriting, postcolonialism and cultural materialism.

Bemerkung

Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase Charles Dickens's *Oliver Twist* and *Great Expectations* in well-annotated editions (e.g. Penguin Classics, Oxford World's Classics). All other material as well as a list of film studies terms will be provided on Stud.IP. Please read at least *Oliver Twist* during term break, i.e. before the course begins.

Please note that the film screenings will not take place during our regular seminar meetings. There will be at least four extra sessions.

BritA, AAS2/3/5, AS: British and Postcolonial Studies

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

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 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. Practising 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 shall 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.

Bemerkung Registration – Stud.IP 01.- 31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –jana.gohrisch@engsem.~

Literatur Please study the "Guidelines and Reading Material British and Postcolonial Studies" (website of the English Department, on Stud.IP and for sale in Copyshop Stork) 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).

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Andrea Levy. *The Long Song* (2010)

BritA, AAS2/3: Early Modern Drama

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

Mo wöchentl. 10:00 - 12:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar While William Shakespeare's plays are continuously taught and performed, his prominent contemporaries often receive less attention. The aim of this advanced class will be to read not only Shakespeare's plays, but also two other Early Modern plays to investigate constructions of gender and class in famous comedies and tragedies of the time. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret three plays (using the categories of literary analysis from AmerBritF1). We will begin with Christopher Marlowe's tragedy *The Tragical History of the Life and Death of Doctor Faustus* before reading William Shakespeare's *Twelfth Night*. Lastly, we will discuss Ben Jonson's comedy *The Alchemist*.

Bemerkung Registration Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –janna-lena.neumann@engsem.~

Literatur

Required Reading and Purchase

Christopher Marlowe. *The Tragical History of the Life and Death of Doctor Faustus*. (e.g. Oxford World's Classics or Norton edition)

William Shakespeare. *Twelfth Night*. (Ideally Arden edition)

Ben Jonson. *The Alchemist*. (e.g. Penguin or Oxford World's Classics edition)

Students are strongly advised to read *Doctor Faustus* **before** the course begins.

BritA, AAS2/4: Sherlock Holmes - A Study in Adaptation

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 103

Kommentar

Sherlock Holmes ranks amongst the most frequently adapted literary characters of all time, boasts one of oldest fandoms, and has long been considered the key figure and starting point of 'classic detective fiction'. But wherein lies the continued fascination with the world of Sherlock Holmes and how has it changed over time?

The canon of Arthur Conan Doyle's work and its countless, varied adaptations, parodies, and pastiches form a complex network of intertextual ties, which will be the object of this seminar.

We will begin with Arthur Conan Doyle's *A Study in Scarlet* (1887) and selected short stories, considering their historical context, and examining character design, genre conventions as well as imperial implications.

Applying methods of adaptation studies beyond prescriptive 'fidelity-criticism', we will then examine page to screen adaptations from the Granada series (1984-1994) to BBC's *Sherlock* (2010-2017), Neil Gaiman's genre-straddling short story "A Study in Emerald" (2003), and postcolonial rewriting in the form of a translation of the Bengali short story "The Will that Vanished" (1961/88) by Saradindu Bandyopadhyay.

Continuing to explore how Conan Doyle's creation has been adapted and appropriated for different audiences, we will turn to *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), the neo-Victorian YA-novel and its subsequent Netflix adaptation (2020). To close the seminar, we will discuss the role of fandom in both Graham Moore's novel *The Sherlockian* (2010) as well as the wider 'Holmesian' or 'Sherlockian' 'metaverse'.

Bemerkung

Registration – Stud.IP 01.- 31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please purchase your own copies of the novels Arthur Conan Doyle: *A Study in Scarlet* (1887), Nancy Springer: *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), and Graham Moore: *The Sherlockian* (2010). The short stories and secondary texts will be made available on Stud.IP. Access to filmic adaptations will be clarified on the first day of class.

Be advised, this is a course with a heavy reading load. Please already read Arthur Conan Doyle's *A Study in Scarlet* (1887) during term break i.e. before the course begins !

BritA, AAS3/5, AS: Contemporary Indian Fiction

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

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar This seminar invites students to make their beginnings in postcolonial theory by investigating recent Indian fiction. Following the discussion of excerpts from Shashi Tharoor's non-fictional text *Inglorious Empire: What the British Did to India* (2018), we shall familiarise ourselves with the key concerns and practices of postcolonial studies before applying its central concepts to a selection of Indian-authored texts. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1), we will read short stories by Salman Rushdie (*East, West*, 1994) and Jhumpa Lahiri (*Interpreter of Maladies*, 1999), among others, through the postcolonial lens. Our focus will be on Madhuri Vijay's prize-winning novel *The Far Field* (2019) and its means of representing India's colonial history, the postcolonial nation, diaspora, class and gender. By the end of the seminar, you will have encountered many new concepts which help you develop your independent reading of other prose narratives by contemporary Indian writers.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase John McLeod's *Beginning Postcolonialism* (2nd edition, Manchester UP, 2010), and Madhuri Vijay's *The Far Field* (any edition). All other material will be provided on Stud.IP. Please read McLeod's textbook and Madhuri's novel during term break, i.e. before the course begins.

LingA1

Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast

Seminar, SWS: 2, Max. Teilnehmer: 50
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 12.04.2022 - 23.07.2022 1502 - 506

Kommentar This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system,

(pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.

Literatur *Literatur e* – recommended reading:
König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

An additional reader will be made available at the beginning of the semester.

LingA1/2, M3: Research Methods

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

Di wöchentl. 12:00 - 14:00 19.04.2022 - 19.07.2022 1502 - 709

Kommentar This course is restricted to DEL students for whom it is a compulsory part of their Degree Programme. If places are available, ONLY Master of Education students who major in English (Module: Advanced Studies) are invited to sign up. Admission will be at the discretion of the course director.

This course will introduce students to the main methods used in the elicitation, analysis, interpretation and presentation of linguistic data. The research methods presented in this course include corpus linguistics, the sociolinguistic interview, acoustic phonetics and experimental studies. They will be furthermore illustrated by a selection of studies covering a wide range of linguistic topics from the areas of sociolinguistics, language change, language acquisition and pragmatics.

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – none for DEL students / Further Information –ulrike.altendorf@engsem.~

Literatur Texts will be available in class.

LingA1/A2, M2: Sociolinguistic Theories (DEL, MEd Advanced Studies)

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

Di wöchentl. 14:00 - 16:00 12.04.2022 - 19.07.2022 1502 - 709

Kommentar This course is restricted to DEL students for whom it is a compulsory part of their Degree Programme. If places are available, ONLY Master of Education students who major in English (Module: Advanced Studies) are invited to sign up. Admission will be at the discretion of the course director.

The course will look at the three waves of sociolinguistics. It will discuss the relevant theories proposed by Labov, Trudgill, Milroy, Eckert and Johnson and a range of classic and current case empirical studies to illustrate these theories.

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – none for DEL students / Further Information –ulrike.altendorf@engsem.~
 Literatur Texts will be available in class.

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
 Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703
 Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – LingF1-LingF4 / Further Information –ulrike.altendorf@engsem.~
 Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
 Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703
 Kommentar How are humorous meanings generated and interpreted? Understanding a joke or pun or riddle involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke, the pun or the riddle (a matter of pragmatics and cognitive science). This seminar will introduce and (sometimes) critique a wide range of semantic and pragmatic theories in relation to humour, such as Arthur Koestler’s bisociation theory of humour, Victor Raskin’s script-based theory of jokes, the General Theory of Verbal Humor by Victor Raskin and Salvatore Attardo, Salvatore Attardo’s Linear Theory of Humor, the analysis of puns by Salvatore Attardo, the relationship between humour and pragmatic maxims as explored by Herbert P. Grice, Dan Sperber and Deirdre Wilson, etc. Each theory will be complemented by discussion topics, countless linguistic examples and suggestions for further reading and will thus encourage a critical approach to semantic, pragmatic and cognitive issues. Beware, attending this seminar is no laughing matter...
 Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.
 Bemerkung *Registration* – Stud.IP 01.03.2022-09.04.2022
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 All reading material will be provided in class

LingA2

Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast

Seminar, SWS: 2, Max. Teilnehmer: 50
 Diewald, Gabriele| Schulze, Rainer

Di wöchentl. 10:00 - 12:00 12.04.2022 - 23.07.2022 1502 - 506
 Kommentar This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will

therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.

Literatur *Literatur e* – recommended reading:
König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

An additional reader will be made available at the beginning of the semester.

LingA1/2, M3: Research Methods

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

Di wöchentl. 12:00 - 14:00 19.04.2022 - 19.07.2022 1502 - 709

Kommentar This course is restricted to DEL students for whom it is a compulsory part of their Degree Programme. If places are available, ONLY Master of Education students who major in English (Module: Advanced Studies) are invited to sign up. Admission will be at the discretion of the course director.

This course will introduce students to the main methods used in the elicitation, analysis, interpretation and presentation of linguistic data. The research methods presented in this course include corpus linguistics, the sociolinguistic interview, acoustic phonetics and experimental studies. They will be furthermore illustrated by a selection of studies covering a wide range of linguistic topics from the areas of sociolinguistics, language change, language acquisition and pragmatics.

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – none for DEL students / Further Information –ulrike.altendorf@engsem.~

Literatur Texts will be available in class.

LingA1/A2, M2: Sociolinguistic Theories (DEL, MEd Advanced Studies)

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

Di wöchentl. 14:00 - 16:00 12.04.2022 - 19.07.2022 1502 - 709

Kommentar This course is restricted to DEL students for whom it is a compulsory part of their Degree Programme. If places are available, ONLY Master of Education students who major in English (Module: Advanced Studies) are invited to sign up. Admission will be at the discretion of the course director.

The course will look at the three waves of sociolinguistics. It will discuss the relevant theories proposed by Labov, Trudgill, Milroy, Eckert and Johnson and a range of classic and current case empirical studies to illustrate these theories.

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – none for DEL students / Further Information –ulrike.altendorf@engsem.~

Literatur Texts will be available in class.

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – LingF1-LingF4 / Further Information –ulrike.altendorf@engsem.~

Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703

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

Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.

Bemerkung *Registration* – Stud.IP 01.03.2022-09.04.2022

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 All reading material will be provided in class

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

*LingF3***LingF3: Phonetics & Phonology**

Vorlesung, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Mi wöchentl. 10:00 - 12:00 13.04.2022 - 20.07.2022 1502 - 615

- 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 01.03.-31.03.2022 / *Prerequisites* – LingF1 and LingF2 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~
- Literatur** Holger Schmitt (2011). *Phonetic Transcription: From first steps to ear transcription*. Ernst Schmidt Verlag

*LingA1***Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast**

Seminar, SWS: 2, Max. Teilnehmer: 50
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 12.04.2022 - 23.07.2022 1502 - 506

- Kommentar** This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.
- Bemerkung** ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.
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- Literatur** *Literatur e* – recommended reading:

König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

An additional reader will be made available at the beginning of the semester.

LingA1/A2, LingF4: Increasing teaching proficiency via researching learner language

Seminar, SWS: 2, Max. Teilnehmer: 20
Hohaus, Pascal

Di Einzel 09:00 - 16:30 07.06.2022 - 07.06.2022 1502 - 703
Mi Einzel 09:00 - 16:30 08.06.2022 - 08.06.2022 1502 - 703
Do Einzel 09:00 - 16:30 09.06.2022 - 09.06.2022 1502 - 703
Fr Einzel 09:00 - 16:30 10.06.2022 - 10.06.2022 1502 - 703

Kommentar In diesem Workshop für Bachelorstudierende erproben Sie linguistische Analyse im Kontext des Sprachgebrauchs von *foreign language learners*. Sie erkennen beispielsweise typische Charakteristika einer „interlanguage“ und identifizieren Verbesserungspotentiale. Sie erweitern Ihre sprachwissenschaftlichen Methodenkompetenz und erwerben zudem berufsfeldbezogene Fähigkeiten im Hinblick auf Ihre eigene Lehrpraxis als angehende Englischlehrkräfte.

Das Seminar ist Teil eines Lehr-Lern-Projekts, das vom Niedersächsischen Ministerium für Wissenschaft und Kultur im Rahmen des Programms „Innovation Plus 2022/2023“ gefördert wird. Bei mehr als 20 Anmeldungen muss sich die Seminarleitung im Interesse der Repräsentativität des Forschungsergebnisses die Auswahl der Teilnehmenden vorbehalten.

Bemerkung *Size restriction* – 20 / *Prerequisites* – LingF1, LingF2 & LingF4 / *Further Information* – pascal.hohaus@engsem.~

LingA1/A2, M5, M9: Sociolinguistic Theories (FüBa, MEd)

Seminar, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar This course will look at the three waves of sociolinguistics. It will discuss the relevant theories proposed by Labov, Trudgill, Milroy, Eckert and Johnstone and a range of classic and current case empirical studies to illustrate these theories.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / *Prerequisites* – LingF1-LingF4 / *Further Information* –ulrike.altendorf@engsem.~

Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703

Kommentar How are humorous meanings generated and interpreted? Understanding a joke or pun or riddle involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke, the pun or

the riddle (a matter of pragmatics and cognitive science). This seminar will introduce and (sometimes) critique a wide range of semantic and pragmatic theories in relation to humour, such as Arthur Koestler's bisociation theory of humour, Victor Raskin's script-based theory of jokes, the General Theory of Verbal Humor by Victor Raskin and Salvatore Attardo, Salvatore Attardo's Linear Theory of Humor, the analysis of puns by Salvatore Attardo, the relationship between humour and pragmatic maxims as explored by Herbert P. Grice, Dan Sperber and Deirdre Wilson, etc. Each theory will be complemented by discussion topics, countless linguistic examples and suggestions for further reading and will thus encourage a critical approach to semantic, pragmatic and cognitive issues. Beware, attending this seminar is no laughing matter...

Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.

Bemerkung

Registration – Stud.IP 01.03.2022-09.04.2022

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

All reading material will be provided in class

LingA2

Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast

Seminar, SWS: 2, Max. Teilnehmer: 50
Diewald, Gabriele| Schulze, Rainer

Di wöchentl. 10:00 - 12:00 12.04.2022 - 23.07.2022 1502 - 506

Kommentar

This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.

Literatur *Literatur e* – recommended reading:
König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

An additional reader will be made available at the beginning of the semester.

LingA1/A2, LingF4: Increasing teaching proficiency via researching learner language

Seminar, SWS: 2, Max. Teilnehmer: 20
Hohaus, Pascal

Di Einzel	09:00 - 16:30	07.06.2022 - 07.06.2022	1502 - 703
Mi Einzel	09:00 - 16:30	08.06.2022 - 08.06.2022	1502 - 703
Do Einzel	09:00 - 16:30	09.06.2022 - 09.06.2022	1502 - 703
Fr Einzel	09:00 - 16:30	10.06.2022 - 10.06.2022	1502 - 703

Kommentar In diesem Workshop für Bachelorstudierende erproben Sie linguistische Analyse im Kontext des Sprachgebrauchs von *foreign language learners*. Sie erkennen beispielsweise typische Charakteristika einer „interlanguage“ und identifizieren Verbesserungspotentiale. Sie erweitern Ihre sprachwissenschaftlichen Methodenkompetenz und erwerben zudem berufsfeldbezogene Fähigkeiten im Hinblick auf Ihre eigene Lehrpraxis als angehende Englischlehrkräfte.

Das Seminar ist Teil eines Lehr-Lern-Projekts, das vom Niedersächsischen Ministerium für Wissenschaft und Kultur im Rahmen des Programms „Innovation Plus 2022/2023“ gefördert wird. Bei mehr als 20 Anmeldungen muss sich die Seminarleitung im Interesse der Repräsentativität des Forschungsergebnisses die Auswahl der Teilnehmenden vorbehalten.

Bemerkung *Size restriction* – 20 / *Prerequisites* – LingF1, LingF2 & LingF4 / *Further Information* – pascal.hohaus@engsem.~

LingA1/A2, M5, M9: Sociolinguistic Theories (FüBa, MEd)

Seminar, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Di wöchentl.	16:00 - 18:00	12.04.2022 - 19.07.2022	1502 - 609
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Kommentar This course will look at the three waves of sociolinguistics. It will discuss the relevant theories proposed by Labov, Trudgill, Milroy, Eckert and Johnstone and a range of classic and current case empirical studies to illustrate these theories.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Do wöchentl.	10:00 - 12:00	14.04.2022 - 21.07.2022	1502 - 703
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Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / *Prerequisites* – LingF1-LingF4 / *Further Information* –ulrike.altendorf@engsem.~

Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2

Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703

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

Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.

Bemerkung *Registration* – Stud.IP 01.03.2022-09.04.2022

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 All reading material will be provided in class

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

AmerA

AmerA, AAS1/2/3, AS: Colonizing America

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

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 609

Kommentar This course explores the colonization of what became the United States of America through historical documents and more recent critical work. We will discuss the historical events and conceptual impact of the colonization of early America and the United States through our synthesis of theoretical ideas and contemporary writing. The primary texts that we consider throughout this course include, for instance, the writings of explorers like John Smith and Meriweather Lewis, court proceedings from the Salem Witch Trials, and passages from poets and authors like Phyllis Wheatley, Harriot Jacobs, and Harriet Beecher Stowe. These primary texts will then be paired with more recently written critiques of American colonization by theorists from Black and Critical Indigenous Studies, including Katherine McKittrick, Hortense Spillers, Lisa Brooks, and Nick Estes. We will focus in particular on the role that bodies of water like the Atlantic Ocean and the Ohio and Missouri Rivers shaped and were shaped by the colonial hierarchies that have created the United States as we know it today.

Bemerkung *Registration* – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / *Further information* – abigail.fagan@engsem.-

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS1/3: Formations of the Self in Autofiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Youssef, Lujain

Fr wöchentl. 10:00 - 12:00 15.04.2022 - 22.07.2022 1502 - 609

Kommentar Serge Doubrovsky writes, "As soon as I write myself, I invent myself." Doubrovsky coined the term 'autofiction' that foregrounds notions of self-discovery, individuality and subjectivity. However, many autofictional characteristics have already existed in the Anglophone world before the term had gained popularity. Currently, exploring and working on autofiction has become a vital area of research engaging with questions about identity, selfhood, and truth. Focusing on autobiographical theory in this class, we will deal with questions like: what is autofiction? How does it deal with identity and forms of representation? How does this genre affect our understanding of self-formation in literature? And how does it deal with concepts like falsehood, authenticity, and truth in narrating the self?

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – lujain.youssef@engsem.~

Literatur Will be made available on StudIP.

AmerA, AAS1, AS: Theorizing Mass Culture, Popular Culture, Media Culture

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

Mo wöchentl. 16:00 - 18:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar In this theory-centric seminar, we will engage with a number of different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary popular entertainment and media culture. Text to be discussed include early works from the tradition of German critical theory (such as Walter Benjamin's famous essay on "The Work of Art in the Age of its Technological Reproducibility" and Theodor W. Adorno's essays on the "Culture Industry"), Marshall McLuhan's writings on media as "extensions" human bodily capacity, cultural studies approaches to the agency of media audiences and the logics of "participatory culture," system-theoretical approaches to the mass media as well as research on popular serial forms and the specific logics of digital-era entertainments. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of popular entertainments in the mundane routines of life under capitalism, audiences' ability to critically engage with and appropriate media contents for their own purposes, and the media's contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory, but should be prepared to engage with theoretical, philosophical, and often difficult texts on the subject matter.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur Will be made available on StudIP.

AmerA, AAS2/3/4, AS: Periodical Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix| Mayer, Ruth

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar In the nineteenth century, periodicals (newspapers, illustrated magazines, penny-papers, academic and specialized journals and much more) boomed in the United States. At around the turn of the century, these media entered into a complicated – both collaborative and competitive – interrelation with the emerging mass media of the

twentieth century: cinema, comics, radio. In this class we will pay close attention to how periodical cultures shaped the US-American cultures of entertainment, knowledge and information at large, and how they contributed to the formation of niches, special interest groups, and subcultures in the United States. We will investigate particular periodical formats (the literary magazine, the illustrated women's magazine, the little magazine), but also look at how individual writers and artists responded to the phenomena of the new publishing markets. We will be particularly concerned with text-image relations and the formal effects of serialization or intermediality in this context.

- Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~
- Literatur All texts for this class will be made available on StudIP.

AmerA, AAS2/3, AS: Post-Race Literature

Seminar, SWS: 4, Max. Teilnehmer: 40
Oldehus, Anna-Lena

Fr wöchentl. 12:00 - 16:00 17.06.2022 - 22.07.2022 1502 - 609

- Kommentar In this class, we will engage with contemporary fictional texts that cross the border of a nation state and problematize notions of race, nationhood, and ethnic identity. While literary scholar Ramón Saldívar proposes the 21st century to be the age of 'postrace literature,' authors such as Junot Díaz refute the term for fear of cultivating colorblindness. Besides looking at political, social, and economic forces that inform contemporary writing, we will also engage with questions of envisioning authorship and writing in our times. This class is designed to enable students to become aware of the global dimensions of literary texts and to become familiar with critical concepts such as border theory, postcolonial studies, and decolonization.
- Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~
- Literatur In this class we will read Daphne Palasi Andreades' debut novel *Brown Girls* (2022). Avoid Amazon and check out your local bookshops or buy your books second-hand on platforms (like blackwells.co.uk, for instance).

AmerA, AAS2, AS: Early American Political Fiction

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

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 609

- Kommentar This class will zoom in on the first decades of the United States as a republic and on the fictions that accompanied the young nation's inaugural years. In the 1790s and early 1800s, what we now call 'the novel' was not yet defined as it is today, and political fictions appeared in a variety of forms, like serialized picaresque tales, magazine publications, or plays. The result was a literary public sphere that debated social and political ideals in creative ways, producing critical, humorous, satirical, or utopian fictions. Throughout the semester, we will engage with texts that at a first glance seem strange to contemporary readers, such as H. H. Brackenridge's *Modern Chivalry* (1792-1815, excerpts), or the anonymously published *Equality – A Political Romance* (1802) – texts that need to be understood in their own historical context but also beyond it, as reflections of what was and what should be, or what could have been. Students who take this course do not need extensive prior knowledge about the history of the United States but should be interested in historical subjects.
- Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~
- Literatur All texts for this class will be made available on StudIP.

AmerA, AAS4: Film Remakes and Franchises

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 609

Kommentar	In this course, we will study Hollywood's long history of repeating, continuing, and revising familiar material and critically engage with theoretical approaches to the film remake, sequel, franchise, and reboot. We will trace how the industrial and cultural patterns of Hollywood's remaking have changed over time and discuss the economic, political, and cultural implications of film remakes and franchises, from <i>Stella Dallas</i> to <i>Star Wars</i> and <i>Jurassic World</i> . Students will be able to follow their own research interests and contribute to work that is being done in the field of remake studies: they can choose a film remake, sequel, or reboot they want to investigate, applying the tools and knowledge this course provides.
Bemerkung	Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / 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, AAS4: Television, Genre, Seriality: The O.C.

Seminar, SWS: 2, Max. Teilnehmer: 40
Groß, Florian

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 615

Kommentar	Through a semester-long case study of the classic teen drama <i>The O.C.</i> (Fox, 2003-2007), this class will provide an in-depth introduction to the academic study of television and television series. After a brief look at US television's history and the history of theoretical approaches to studying television, we will engage with the history of teen-oriented texts in film and on TV. In the context of our analysis of the series, we will apply critical formal concepts and categories (e.g. narrative, visual style, editing, genre, seriality) to various episodes and seasons of <i>The O.C.</i> Finally, the case study will serve to exemplify readings of television series along the lines of gender, class, and ethnicity, as well as modern consumer capitalism, cool youth culture, and media convergence.
Bemerkung	Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – florian.gross@engsem.~
Literatur	Will be made available on StudIP.

*BritA***BritA, AAS1: Theories and Methods of Literary Studies**

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

Di wöchentl. 14:00 - 16:00 12.04.2022 - 19.07.2022 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
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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 Registration – Stud.IP 01.-31.03.2022 / 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" (2022), 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. (2017).

Brontë, Charlotte. *Jane Eyre* (preferred edition: Norton 2001 or 2016, also feasible: Oxford World's Classics or 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 in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP. The "Guidelines" are on the website of the English Department, on Stud.IP and for sale in the copyshop.

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

Reader – Copyshop Stork (Körnerstraße) from 11.04.2022 and Stud.IP

BritA, AAS2/3/4: Charles Dickens: From Text to Screen

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

Di wöchentl. 12:00 - 14:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar Exploring the enduring appeal of Charles Dickens's writing, this seminar focuses on *Oliver Twist* (1838) and *Great Expectations* (1860/61) and some of their major screen adaptations. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of literary and cultural history acquired in the Survey lecture (BritF2), we will start with a thorough examination of how the canonical novels negotiate the social realities of nineteenth-century England on the level of plot, setting, narration and character. Following an introduction to the key concerns and practices of adaptation studies as well as film analysis, we shall then turn to selected adaptations of *Oliver Twist* (2004, dir.: Tim Greene; 2005, dir.: Roman Polanski) and *Great Expectations* (1946, dir.: David Lean; 1998, dir.: Alfonso Cuarón), investigating their critical potential by locating them in the wider theoretical frameworks of intertextuality and rewriting, postcolonialism and cultural materialism.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase Charles Dickens's *Oliver Twist* and *Great Expectations* in well-annotated editions (e.g. Penguin Classics, Oxford World's Classics). All other material as well as a list of film studies terms will be provided on Stud.IP. Please read at least *Oliver Twist* during term break, i.e. before the course begins.

Please note that the film screenings will not take place during our regular seminar meetings. There will be at least four extra sessions.

BritA, AAS2/3/5, AS: British and Postcolonial Studies

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

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 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. Practising 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 shall 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.

Bemerkung Registration – Stud.IP 01.- 31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –jana.gohrisch@engsem.~

Literatur Please study the "Guidelines and Reading Material British and Postcolonial Studies" (website of the English Department, on Stud.IP and for sale in Copyshop Stork) 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).

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Andrea Levy. *The Long Song* (2010)

BritA, AAS2/3: Early Modern Drama

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

Mo wöchentl. 10:00 - 12:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar While William Shakespeare's plays are continuously taught and performed, his prominent contemporaries often receive less attention. The aim of this advanced class will be to read not only Shakespeare's plays, but also two other Early Modern plays to investigate constructions of gender and class in famous comedies and tragedies of the time. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret three plays (using the categories of literary analysis from AmerBritF1). We will begin with Christopher Marlowe's tragedy *The Tragical History of the Life and Death of Doctor Faustus* before reading

William Shakespeare's *Twelfth Night*. Lastly, we will discuss Ben Jonson's comedy *The Alchemist*.

Bemerkung Registration Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information –janna-lena.neumann@engsem.~

Literatur *Required Reading and Purchase*
 Christopher Marlowe. *The Tragical History of the Life and Death of Doctor Faustus*. (e.g. Oxford World's Classics or Norton edition)
 William Shakespeare. *Twelfth Night*. (Ideally Arden edition)
 Ben Jonson. *The Alchemist*. (e.g. Penguin or Oxford World's Classics edition)
 Students are strongly advised to read *Doctor Faustus* **before** the course begins.

BritA, AAS2/4: Sherlock Holmes - A Study in Adaptation

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 103

Kommentar Sherlock Holmes ranks amongst the most frequently adapted literary characters of all time, boasts one of oldest fandoms, and has long been considered the key figure and starting point of 'classic detective fiction'. But wherein lies the continued fascination with the world of Sherlock Holmes and how has it changed over time?
 The canon of Arthur Conan Doyle's work and its countless, varied adaptations, parodies, and pastiches form a complex network of intertextual ties, which will be the object of this seminar.
 We will begin with Arthur Conan Doyle's *A Study in Scarlet* (1887) and selected short stories, considering their historical context, and examining character design, genre conventions as well as imperial implications.
 Applying methods of adaptation studies beyond prescriptive 'fidelity-criticism', we will then examine page to screen adaptations from the Granada series (1984-1994) to BBC's *Sherlock* (2010-2017), Neil Gaiman's genre-straddling short story "A Study in Emerald" (2003), and postcolonial rewriting in the form of a translation of the Bengali short story "The Will that Vanished" (1961/88) by Saradindu Bandyopadhyay.
 Continuing to explore how Conan Doyle's creation has been adapted and appropriated for different audiences, we will turn to *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), the neo-Victorian YA-novel and its subsequent Netflix adaptation (2020). To close the seminar, we will discuss the role of fandom in both Graham Moore's novel *The Sherlockian* (2010) as well as the wider 'Holmesian' or 'Sherlockian' 'metaverse'.

Bemerkung Registration – Stud.IP 01.- 31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.
 Please purchase your own copies of the novels Arthur Conan Doyle: *A Study in Scarlet* (1887), Nancy Springer: *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), and Graham Moore: *The Sherlockian* (2010). The short stories and secondary texts will be made available on Stud.IP. Access to filmic adaptations will be clarified on the first day of class.

Be advised, this is a course with a heavy reading load. Please already read Arthur Conan Doyle's *A Study in Scarlet* (1887) during term break i.e. before the course begins !

BritA, AAS3/5, AS: Contemporary Indian Fiction

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

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar This seminar invites students to make their beginnings in postcolonial theory by investigating recent Indian fiction. Following the discussion of excerpts from Shashi Tharoor's non-fictional text *Inglorious Empire: What the British Did to India* (2018), we shall familiarise ourselves with the key concerns and practices of postcolonial studies before applying its central concepts to a selection of Indian-authored texts. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1), we will read short stories by Salman Rushdie (*East, West*, 1994) and Jhumpa Lahiri (*Interpreter of Maladies*, 1999), among others, through the postcolonial lens. Our focus will be on Madhuri Vijay's prize-winning novel *The Far Field* (2019) and its means of representing India's colonial history, the postcolonial nation, diaspora, class and gender. By the end of the seminar, you will have encountered many new concepts which help you develop your independent reading of other prose narratives by contemporary Indian writers.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase John McLeod's *Beginning Postcolonialism* (2nd edition, Manchester UP, 2010), and Madhuri Vijay's *The Far Field* (any edition). All other material will be provided on Stud.IP. Please read McLeod's textbook and Madhuri's novel during term break, i.e. before the course begins.

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

AmerA

AmerA, AAS1/2/3, AS: Colonizing America

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

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 609

Kommentar This course explores the colonization of what became the United States of America through historical documents and more recent critical work. We will discuss the historical events and conceptual impact of the colonization of early America and the United States through our synthesis of theoretical ideas and contemporary writing. The primary texts that we consider throughout this course include, for instance, the writings of explorers like John Smith and Meriweather Lewis, court proceedings from the Salem Witch Trials, and passages from poets and authors like Phyllis Wheatley, Harriot Jacobs, and Harriet Beecher Stowe. These primary texts will then be paired with more recently written critiques of American colonization by theorists from Black and Critical Indigenous Studies, including Katherine McKittrick, Hortense Spillers, Lisa Brooks, and Nick Estes. We will

focus in particular on the role that bodies of water like the Atlantic Ocean and the Ohio and Missouri Rivers shaped and were shaped by the colonial hierarchies that have created the United States as we know it today.

- Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~
- Literatur All texts for this class will be made available on StudIP.

AmerA, AAS1/3: Formations of the Self in Autofiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Youssef, Lujain

Fr wöchentl. 10:00 - 12:00 15.04.2022 - 22.07.2022 1502 - 609

Kommentar Serge Doubrovsky writes, “As soon as I write myself, I invent myself.” Doubrovsky coined the term ‘autofiction’ that foregrounds notions of self-discovery, individuality and subjectivity. However, many autofictional characteristics have already existed in the Anglophone world before the term had gained popularity. Currently, exploring and working on autofiction has become a vital area of research engaging with questions about identity, selfhood, and truth. Focusing on autobiographical theory in this class, we will deal with questions like: what is autofiction? How does it deal with identity and forms of representation? How does this genre affect our understanding of self-formation in literature? And how does it deal with concepts like falsehood, authenticity, and truth in narrating the self?

- Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – lujain.youssef@engsem.~
- Literatur Will be made available on StudIP.

AmerA, AAS1, AS: Theorizing Mass Culture, Popular Culture, Media Culture

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

Mo wöchentl. 16:00 - 18:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar In this theory-centric seminar, we will engage with a number of different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary popular entertainment and media culture. Text to be discussed include early works from the tradition of German critical theory (such as Walter Benjamin’s famous essay on “The Work of Art in the Age of its Technological Reproducibility” and Theodor W. Adorno’s essays on the “Culture Industry”), Marshall McLuhan’s writings on media as “extensions” human bodily capacity, cultural studies approaches to the agency of media audiences and the logics of “participatory culture,” system-theoretical approaches to the mass media as well as research on popular serial forms and the specific logics of digital-era entertainments. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of popular entertainments in the mundane routines of life under capitalism, audiences’ ability to critically engage with and appropriate media contents for their own purposes, and the media’s contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory, but should be prepared to engage with theoretical, philosophical, and often difficult texts on the subject matter.

- Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

- Literatur Will be made available on StudIP.

AmerA, AAS2/3/4, AS: Periodical Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix | Mayer, Ruth

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar In the nineteenth century, periodicals (newspapers, illustrated magazines, penny-papers, academic and specialized journals and much more) boomed in the United States. At around the turn of the century, these media entered into a complicated – both collaborative and competitive – interrelation with the emerging mass media of the twentieth century: cinema, comics, radio. In this class we will pay close attention to how periodical cultures shaped the US-American cultures of entertainment, knowledge and information at large, and how they contributed to the formation of niches, special interest groups, and subcultures in the United States. We will investigate particular periodical formats (the literary magazine, the illustrated women's magazine, the little magazine), but also look at how individual writers and artists responded to the phenomena of the new publishing markets. We will be particularly concerned with text-image relations and the formal effects of serialization or intermediality in this context.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS2/3, AS: Post-Race Literature

Seminar, SWS: 4, Max. Teilnehmer: 40
Oldehus, Anna-Lena

Fr wöchentl. 12:00 - 16:00 17.06.2022 - 22.07.2022 1502 - 609

Kommentar In this class, we will engage with contemporary fictional texts that cross the border of a nation state and problematize notions of race, nationhood, and ethnic identity. While literary scholar Ramón Saldívar proposes the 21st century to be the age of 'postrace literature,' authors such as Junot Díaz refute the term for fear of cultivating colorblindness. Besides looking at political, social, and economic forces that inform contemporary writing, we will also engage with questions of envisioning authorship and writing in our times. This class is designed to enable students to become aware of the global dimensions of literary texts and to become familiar with critical concepts such as border theory, postcolonial studies, and decolonization.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~

Literatur In this class we will read Daphne Palasi Andreades' debut novel *Brown Girls* (2022). Avoid Amazon and check out your local bookshops or buy your books second-hand on platforms (like blackwells.co.uk, for instance).

AmerA, AAS2, AS: Early American Political Fiction

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

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 609

Kommentar This class will zoom in on the first decades of the United States as a republic and on the fictions that accompanied the young nation's inaugural years. In the 1790s and early 1800s, what we now call 'the novel' was not yet defined as it is today, and political fictions appeared in a variety of forms, like serialized picaresque tales, magazine publications, or plays. The result was a literary public sphere that debated social and political ideals in creative ways, producing critical, humorous, satirical, or utopian fictions. Throughout the semester, we will engage with texts that at a first glance seem strange to contemporary readers, such as H. H. Brackenridge's *Modern Chivalry* (1792-1815, excerpts), or the

anonymously published *Equality – A Political Romance* (1802) – texts that need to be understood in their own historical context but also beyond it, as reflections of what was and what should be, or what could have been. Students who take this course do not need extensive prior knowledge about the history of the United States but should be interested in historical subjects.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS4: Film Remakes and Franchises

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 609

Kommentar In this course, we will study Hollywood's long history of repeating, continuing, and revising familiar material and critically engage with theoretical approaches to the film remake, sequel, franchise, and reboot. We will trace how the industrial and cultural patterns of Hollywood's remaking have changed over time and discuss the economic, political, and cultural implications of film remakes and franchises, from *Stella Dallas* to *Star Wars* and *Jurassic World*. Students will be able to follow their own research interests and contribute to work that is being done in the field of remake studies: they can choose a film remake, sequel, or reboot they want to investigate, applying the tools and knowledge this course provides.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / 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, AAS4: Television, Genre, Seriality: The O.C.

Seminar, SWS: 2, Max. Teilnehmer: 40
Groß, Florian

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 615

Kommentar Through a semester-long case study of the classic teen drama *The O.C.* (Fox, 2003-2007), this class will provide an in-depth introduction to the academic study of television and television series. After a brief look at US television's history and the history of theoretical approaches to studying television, we will engage with the history of teen-oriented texts in film and on TV. In the context of our analysis of the series, we will apply critical formal concepts and categories (e.g. narrative, visual style, editing, genre, seriality) to various episodes and seasons of *The O.C.* Finally, the case study will serve to exemplify readings of television series along the lines of gender, class, and ethnicity, as well as modern consumer capitalism, cool youth culture, and media convergence.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – florian.gross@engsem.~

Literatur Will be made available on StudIP.

BritA

BritA, AAS1: Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 12.04.2022 - 19.07.2022 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>
Bemerkung	Registration – Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –jana.gohrisch@engsem.-
Literatur	<p><i>Required Reading and Purchase</i></p> <p>Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.</p> <p>Barry, Peter. <i>Beginning Theory. An Introduction to Literary and Cultural Theory</i>. 4th ed. (2017).</p> <p>Brontë, Charlotte. <i>Jane Eyre</i> (preferred edition: Norton 2001 or 2016, also feasible: Oxford World's Classics or Penguin Classics editions complete with introduction and notes).</p> <p>Please buy your own copies of Brontë's novel and of Peter Barry's <i>Beginning Theory</i>. The theoretical texts covered in the seminar will be available in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP. The "Guidelines" are on the website of the English Department, on Stud.IP and for sale in the copyshop.</p> <p>Please read Charlotte Brontë's novel during term break, i.e. before the course begins.</p> <p><i>Reader</i> – Copyshop Stork (Körnerstraße) from 11.04.2022 and Stud.IP</p>

BritA, AAS2/3/4: Charles Dickens: From Text to Screen

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

Di wöchentl. 12:00 - 14:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar Exploring the enduring appeal of Charles Dickens's writing, this seminar focuses on *Oliver Twist* (1838) and *Great Expectations* (1860/61) and some of their major screen adaptations. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of literary and cultural history acquired in the Survey lecture (BritF2), we will start with a thorough examination of how the canonical novels negotiate the social realities of nineteenth-century England on the level of plot, setting, narration and character. Following an introduction to the key concerns and practices of adaptation studies as well as film analysis, we shall then turn to selected adaptations of *Oliver Twist* (2004, dir.: Tim Greene; 2005, dir.: Roman Polanski) and *Great Expectations* (1946, dir.: David Lean; 1998, dir.: Alfonso Cuarón), investigating their critical potential by locating them in the wider theoretical frameworks of intertextuality and rewriting, postcolonialism and cultural materialism.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase Charles Dickens's *Oliver Twist* and *Great Expectations* in well-annotated editions (e.g. Penguin Classics, Oxford World's Classics). All other material as well as a list of film studies terms will be provided on Stud.IP. Please read at least *Oliver Twist* during term break, i.e. before the course begins.

Please note that the film screenings will not take place during our regular seminar meetings. There will be at least four extra sessions.

BritA, AAS2/3/5, AS: British and Postcolonial Studies

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

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 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. Practising 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 shall 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.

Bemerkung

Registration – Stud.IP 01.- 31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information – jana.gohrisch@engsem.de

Literatur

Please study the "Guidelines and Reading Material British and Postcolonial Studies" (website of the English Department, on Stud.IP and for sale in Copyshop Stork) 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).

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Andrea Levy. *The Long Song* (2010)

BritA, AAS2/3: Early Modern Drama

Seminar, SWS: 2, Max. Teilnehmer: 40

Neumann, Janna-Lena

Mo wöchentl. 10:00 - 12:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar While William Shakespeare's plays are continuously taught and performed, his prominent contemporaries often receive less attention. The aim of this advanced class will be to read not only Shakespeare's plays, but also two other Early Modern plays to investigate constructions of gender and class in famous comedies and tragedies of the time. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret three plays (using the categories of literary analysis from AmerBritF1). We will begin with Christopher Marlowe's tragedy *The Tragical History of the Life and Death of Doctor Faustus* before reading William Shakespeare's *Twelfth Night*. Lastly, we will discuss Ben Jonson's comedy *The Alchemist*.

Bemerkung Registration Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –janna-lena.neumann@engsem.~

Literatur *Required Reading and Purchase*

Christopher Marlowe. *The Tragical History of the Life and Death of Doctor Faustus*. (e.g. Oxford World's Classics or Norton edition)

William Shakespeare. *Twelfth Night*. (Ideally Arden edition)

Ben Jonson. *The Alchemist*. (e.g. Penguin or Oxford World's Classics edition)

Students are strongly advised to read *Doctor Faustus* **before** the course begins.

BritA, AAS2/4: Sherlock Holmes - A Study in Adaptation

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 103

Kommentar Sherlock Holmes ranks amongst the most frequently adapted literary characters of all time, boasts one of oldest fandoms, and has long been considered the key figure and starting point of 'classic detective fiction'. But wherein lies the continued fascination with the world of Sherlock Holmes and how has it changed over time?

The canon of Arthur Conan Doyle's work and its countless, varied adaptations, parodies, and pastiches form a complex network of intertextual ties, which will be the object of this seminar.

We will begin with Arthur Conan Doyle's *A Study in Scarlet* (1887) and selected short stories, considering their historical context, and examining character design, genre conventions as well as imperial implications.

Applying methods of adaptation studies beyond prescriptive 'fidelity-criticism', we will then examine page to screen adaptations from the Granada series (1984-1994) to BBC's *Sherlock* (2010-2017), Neil Gaiman's genre-straddling short story "A Study in Emerald" (2003), and postcolonial rewriting in the form of a translation of the Bengali short story "The Will that Vanished" (1961/88) by Saradindu Bandyopadhyay.

Continuing to explore how Conan Doyle's creation has been adapted and appropriated for different audiences, we will turn to *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), the neo-Victorian YA-novel and its subsequent Netflix adaptation (2020). To close the seminar, we will discuss the role of fandom in both Graham Moore's novel *The Sherlockian* (2010) as well as the wider 'Holmesian' or 'Sherlockian' 'metaverse'.

Bemerkung Registration – Stud.IP 01.- 31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please purchase your own copies of the novels Arthur Conan Doyle: *A Study in Scarlet* (1887), Nancy Springer: *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), and Graham Moore: *The Sherlockian* (2010). The short stories and secondary texts will be made available on Stud.IP. Access to filmic adaptations will be clarified on the first day of class.

Be advised, this is a course with a heavy reading load. Please already read Arthur Conan Doyle's *A Study in Scarlet* (1887) during term break i.e. before the course begins !

BritA, AAS3/5, AS: Contemporary Indian Fiction

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

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar

This seminar invites students to make their beginnings in postcolonial theory by investigating recent Indian fiction. Following the discussion of excerpts from Shashi Tharoor's non-fictional text *Inglorious Empire: What the British Did to India* (2018), we shall familiarise ourselves with the key concerns and practices of postcolonial studies before applying its central concepts to a selection of Indian-authored texts. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1), we will read short stories by Salman Rushdie (*East, West*, 1994) and Jhumpa Lahiri (*Interpreter of Maladies*, 1999), among others, through the postcolonial lens. Our focus will be on Madhuri Vijay's prize-winning novel *The Far Field* (2019) and its means of representing India's colonial history, the postcolonial nation, diaspora, class and gender. By the end of the seminar, you will have encountered many new concepts which help you develop your independent reading of other prose narratives by contemporary Indian writers.

Bemerkung

Registration – Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information - hannah.pardey@engsem.uni-hannover.de

Literatur

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase John McLeod's *Beginning Postcolonialism* (2nd edition, Manchester UP, 2010), and Madhuri Vijay's *The Far Field* (any edition). All other material will be provided on Stud.IP. Please read McLeod's textbook and Madhuri's novel during term break, i.e. before the course begins.

LingA1

Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast

Seminar, SWS: 2, Max. Teilnehmer: 50
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 12.04.2022 - 23.07.2022 1502 - 506

Kommentar This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.

Literatur *Literatur e* – recommended reading:
König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

An additional reader will be made available at the beginning of the semester.

LingA1/A2, M5, M9: Sociolinguistic Theories (FüBa, MEd)

Seminar, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar This course will look at the three waves of sociolinguistics. It will discuss the relevant theories proposed by Labov, Trudgill, Milroy, Eckert and Johnstone and a range of classic and current case empirical studies to illustrate these theories.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – LingF1-LingF4 / Further Information –ulrike.altendorf@engsem.~

Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703

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

Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.

Bemerkung *Registration* – Stud.IP 01.03.2022-09.04.2022

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 All reading material will be provided in class

*LingA2***Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast**

Seminar, SWS: 2, Max. Teilnehmer: 50
Diewald, Gabriele| Schulze, Rainer

Di wöchentl. 10:00 - 12:00 12.04.2022 - 23.07.2022 1502 - 506

Kommentar This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system,

(pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.

Literatur *Literatur e* – recommended reading:
König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

An additional reader will be made available at the beginning of the semester.

LingA1/A2, M5, M9: Sociolinguistic Theories (FüBa, MEd)

Seminar, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar This course will look at the three waves of sociolinguistics. It will discuss the relevant theories proposed by Labov, Trudgill, Milroy, Eckert and Johnstone and a range of classic and current case empirical studies to illustrate these theories.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – LingF1-LingF4 / Further Information –ulrike.altendorf@engsem.~

Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703

Kommentar How are humorous meanings generated and interpreted? Understanding a joke or pun or riddle involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke, the pun or the riddle (a matter of pragmatics and cognitive science). This seminar will introduce and (sometimes) critique a wide range of semantic and pragmatic theories in relation to humour, such as Arthur Koestler's bisociation theory of humour, Victor Raskin's script-based theory of jokes, the General Theory of Verbal Humor by Victor Raskin and Salvatore Attardo, Salvatore Attardo's Linear Theory of Humor, the analysis of puns by Salvatore Attardo, the relationship between humour and pragmatic maxims as explored by Herbert P. Grice, Dan Sperber and Deirdre Wilson, etc. Each theory will be complemented by discussion topics, countless linguistic examples and suggestions for

further reading and will thus encourage a critical approach to semantic, pragmatic and cognitive issues. Beware, attending this seminar is no laughing matter...

Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.

Bemerkung *Registration* – Stud.IP 01.03.2022-09.04.2022
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 All reading material will be provided in class

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

AmerA

AmerA, AAS1/2/3, AS: Colonizing America

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

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 609

Kommentar This course explores the colonization of what became the United States of America through historical documents and more recent critical work. We will discuss the historical events and conceptual impact of the colonization of early America and the United States through our synthesis of theoretical ideas and contemporary writing. The primary texts that we consider throughout this course include, for instance, the writings of explorers like John Smith and Meriweather Lewis, court proceedings from the Salem Witch Trials, and passages from poets and authors like Phyllis Wheatley, Harriot Jacobs, and Harriet Beecher Stowe. These primary texts will then be paired with more recently written critiques of American colonization by theorists from Black and Critical Indigenous Studies, including Katherine McKittrick, Hortense Spillers, Lisa Brooks, and Nick Estes. We will focus in particular on the role that bodies of water like the Atlantic Ocean and the Ohio and Missouri Rivers shaped and were shaped by the colonial hierarchies that have created the United States as we know it today.

Bemerkung *Registration* – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 /
Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / *Further information* – abigail.fagan@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS1/3: Formations of the Self in Autofiction

Seminar, SWS: 2, Max. Teilnehmer: 40
 Youssef, Lujain

Fr wöchentl. 10:00 - 12:00 15.04.2022 - 22.07.2022 1502 - 609

Kommentar Serge Doubrovsky writes, "As soon as I write myself, I invent myself." Doubrovsky coined the term 'autofiction' that foregrounds notions of self-discovery, individuality and subjectivity. However, many autofictional characteristics have already existed in the Anglophone world before the term had gained popularity. Currently, exploring and working on autofiction has become a vital area of research engaging with questions about identity, selfhood, and truth. Focusing on autobiographical theory in this class, we will deal with questions like: what is autofiction? How does it deal with identity and forms of representation? How does this genre affect our understanding of self-formation in literature? And how does it deal with concepts like falsehood, authenticity, and truth in narrating the self?

Bemerkung	Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – lujain.youssef@engsem.~
Literatur	Will be made available on StudIP.

AmerA, AAS1, AS: Theorizing Mass Culture, Popular Culture, Media Culture

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

Mo wöchentl. 16:00 - 18:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar In this theory-centric seminar, we will engage with a number of different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary popular entertainment and media culture. Text to be discussed include early works from the tradition of German critical theory (such as Walter Benjamin's famous essay on "The Work of Art in the Age of its Technological Reproducibility" and Theodor W. Adorno's essays on the "Culture Industry"), Marshall McLuhan's writings on media as "extensions" human bodily capacity, cultural studies approaches to the agency of media audiences and the logics of "participatory culture," system-theoretical approaches to the mass media as well as research on popular serial forms and the specific logics of digital-era entertainments. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of popular entertainments in the mundane routines of life under capitalism, audiences' ability to critically engage with and appropriate media contents for their own purposes, and the media's contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory, but should be prepared to engage with theoretical, philosophical, and often difficult texts on the subject matter.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur Will be made available on StudIP.

AmerA, AAS2/3/4, AS: Periodical Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix | Mayer, Ruth

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar In the nineteenth century, periodicals (newspapers, illustrated magazines, penny-papers, academic and specialized journals and much more) boomed in the United States. At around the turn of the century, these media entered into a complicated – both collaborative and competitive – interrelation with the emerging mass media of the twentieth century: cinema, comics, radio. In this class we will pay close attention to how periodical cultures shaped the US-American cultures of entertainment, knowledge and information at large, and how they contributed to the formation of niches, special interest groups, and subcultures in the United States. We will investigate particular periodical formats (the literary magazine, the illustrated women's magazine, the little magazine), but also look at how individual writers and artists responded to the phenomena of the new publishing markets. We will be particularly concerned with text-image relations and the formal effects of serialization or intermediality in this context.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS2/3, AS: Post-Race Literature

Seminar, SWS: 4, Max. Teilnehmer: 40
Oldehus, Anna-Lena

Fr wöchentl. 12:00 - 16:00 17.06.2022 - 22.07.2022 1502 - 609

Kommentar In this class, we will engage with contemporary fictional texts that cross the border of a nation state and problematize notions of race, nationhood, and ethnic identity. While literary scholar Ramón Saldívar proposes the 21st century to be the age of 'postrace literature,' authors such as Junot Díaz refute the term for fear of cultivating colorblindness. Besides looking at political, social, and economic forces that inform contemporary writing, we will also engage with questions of envisioning authorship and writing in our times. This class is designed to enable students to become aware of the global dimensions of literary texts and to become familiar with critical concepts such as border theory, postcolonial studies, and decolonization.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~

Literatur In this class we will read Daphne Palasi Andreades' debut novel *Brown Girls* (2022). Avoid Amazon and check out your local bookshops or buy your books second-hand on platforms (like blackwells.co.uk, for instance).

AmerA, AAS2, AS: Early American Political Fiction

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

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 609

Kommentar This class will zoom in on the first decades of the United States as a republic and on the fictions that accompanied the young nation's inaugural years. In the 1790s and early 1800s, what we now call 'the novel' was not yet defined as it is today, and political fictions appeared in a variety of forms, like serialized picaresque tales, magazine publications, or plays. The result was a literary public sphere that debated social and political ideals in creative ways, producing critical, humorous, satirical, or utopian fictions. Throughout the semester, we will engage with texts that at a first glance seem strange to contemporary readers, such as H. H. Brackenridge's *Modern Chivalry* (1792-1815, excerpts), or the anonymously published *Equality – A Political Romance* (1802) – texts that need to be understood in their own historical context but also beyond it, as reflections of what was and what should be, or what could have been. Students who take this course do not need extensive prior knowledge about the history of the United States but should be interested in historical subjects.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS4: Film Remakes and Franchises

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 609

Kommentar In this course, we will study Hollywood's long history of repeating, continuing, and revising familiar material and critically engage with theoretical approaches to the film remake, sequel, franchise, and reboot. We will trace how the industrial and cultural patterns of Hollywood's remaking have changed over time and discuss the economic, political, and cultural implications of film remakes and franchises, from *Stella Dallas* to *Star Wars* and *Jurassic World*. Students will be able to follow their own research interests and contribute to work that is being done in the field of remake studies:

	they can choose a film remake, sequel, or reboot they want to investigate, applying the tools and knowledge this course provides.
Bemerkung	Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / 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, AAS4: Television, Genre, Seriality: The O.C.

Seminar, SWS: 2, Max. Teilnehmer: 40
Groß, Florian

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 615

Kommentar	Through a semester-long case study of the classic teen drama <i>The O.C.</i> (Fox, 2003-2007), this class will provide an in-depth introduction to the academic study of television and television series. After a brief look at US television's history and the history of theoretical approaches to studying television, we will engage with the history of teen-oriented texts in film and on TV. In the context of our analysis of the series, we will apply critical formal concepts and categories (e.g. narrative, visual style, editing, genre, seriality) to various episodes and seasons of <i>The O.C.</i> Finally, the case study will serve to exemplify readings of television series along the lines of gender, class, and ethnicity, as well as modern consumer capitalism, cool youth culture, and media convergence.
Bemerkung	Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – florian.gross@engsem.~
Literatur	Will be made available on StudIP.

BritA

BritA, AAS1: Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 12.04.2022 - 19.07.2022 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 <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> .
Bemerkung	Registration – Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –jana.gohrisch@engsem.~
Literatur	<i>Required Reading and Purchase</i> Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/ . Barry, Peter. <i>Beginning Theory. An Introduction to Literary and Cultural Theory</i> . 4 th ed. (2017).

Brontë, Charlotte. *Jane Eyre* (preferred edition: Norton 2001 or 2016, also feasible: Oxford World's Classics or 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 in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP. The "Guidelines" are on the website of the English Department, on Stud.IP and for sale in the copyshop.

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

Reader – Copyshop Stork (Körnerstraße) from 11.04.2022 and Stud.IP

BritA, AAS2/3/4: Charles Dickens: From Text to Screen

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

Di wöchentl. 12:00 - 14:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar Exploring the enduring appeal of Charles Dickens's writing, this seminar focuses on *Oliver Twist* (1838) and *Great Expectations* (1860/61) and some of their major screen adaptations. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of literary and cultural history acquired in the Survey lecture (BritF2), we will start with a thorough examination of how the canonical novels negotiate the social realities of nineteenth-century England on the level of plot, setting, narration and character. Following an introduction to the key concerns and practices of adaptation studies as well as film analysis, we shall then turn to selected adaptations of *Oliver Twist* (2004, dir.: Tim Greene; 2005, dir.: Roman Polanski) and *Great Expectations* (1946, dir.: David Lean; 1998, dir.: Alfonso Cuarón), investigating their critical potential by locating them in the wider theoretical frameworks of intertextuality and rewriting, postcolonialism and cultural materialism.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase Charles Dickens's *Oliver Twist* and *Great Expectations* in well-annotated editions (e.g. Penguin Classics, Oxford World's Classics). All other material as well as a list of film studies terms will be provided on Stud.IP. Please read at least *Oliver Twist* during term break, i.e. before the course begins.

Please note that the film screenings will not take place during our regular seminar meetings. There will be at least four extra sessions.

BritA, AAS2/3/5, AS: British and Postcolonial Studies

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

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 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. Practising 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 shall 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>
Bemerkung	Registration – Stud.IP 01.- 31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –jana.gohrisch@engsem.-
Literatur	<p>Please study the "Guidelines and Reading Material British and Postcolonial Studies" (website of the English Department, on Stud.IP and for sale in Copyshop Stork) 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> <p><i>Required Reading and Purchase</i></p> <p>Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022),www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.</p> <p>Andrea Levy. <i>The Long Song</i> (2010)</p>

BritA, AAS2/3: Early Modern Drama

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

Mo wöchentl. 10:00 - 12:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar	<p>While William Shakespeare's plays are continuously taught and performed, his prominent contemporaries often receive less attention. The aim of this advanced class will be to read not only Shakespeare's plays, but also two other Early Modern plays to investigate constructions of gender and class in famous comedies and tragedies of the time. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret three plays (using the categories of literary analysis from AmerBritF1). We will begin with Christopher Marlowe's tragedy <i>The Tragical History of the Life and Death of Doctor Faustus</i> before reading William Shakespeare's <i>Twelfth Night</i>. Lastly, we will discuss Ben Jonson's comedy <i>The Alchemist</i>.</p>
Bemerkung	Registration Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –janna-lena.neumann@engsem.-
Literatur	<p><i>Required Reading and Purchase</i></p> <p>Christopher Marlowe. <i>The Tragical History of the Life and Death of Doctor Faustus</i>. (e.g. Oxford World's Classics or Norton edition)</p> <p>William Shakespeare. <i>Twelfth Night</i>. (Ideally Arden edition)</p> <p>Ben Jonson. <i>The Alchemist</i>. (e.g. Penguin or Oxford World's Classics edition)</p>

Students are strongly advised to read *Doctor Faustus* **before** the course begins.

BritA, AAS2/4: Sherlock Holmes - A Study in Adaptation

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 103

Kommentar Sherlock Holmes ranks amongst the most frequently adapted literary characters of all time, boasts one of oldest fandoms, and has long been considered the key figure and starting point of 'classic detective fiction'. But wherein lies the continued fascination with the world of Sherlock Holmes and how has it changed over time?

The canon of Arthur Conan Doyle's work and its countless, varied adaptations, parodies, and pastiches form a complex network of intertextual ties, which will be the object of this seminar.

We will begin with Arthur Conan Doyle's *A Study in Scarlet* (1887) and selected short stories, considering their historical context, and examining character design, genre conventions as well as imperial implications.

Applying methods of adaptation studies beyond prescriptive 'fidelity-criticism', we will then examine page to screen adaptations from the Granada series (1984-1994) to BBC's *Sherlock* (2010-2017), Neil Gaiman's genre-straddling short story "A Study in Emerald" (2003), and postcolonial rewriting in the form of a translation of the Bengali short story "The Will that Vanished" (1961/88) by Saradindu Bandyopadhyay.

Continuing to explore how Conan Doyle's creation has been adapted and appropriated for different audiences, we will turn to *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), the neo-Victorian YA-novel and its subsequent Netflix adaptation (2020). To close the seminar, we will discuss the role of fandom in both Graham Moore's novel *The Sherlockian* (2010) as well as the wider 'Holmesian' or 'Sherlockian' 'metaverse'.

Bemerkung Registration – Stud.IP 01.- 31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please purchase your own copies of the novels Arthur Conan Doyle: *A Study in Scarlet* (1887), Nancy Springer: *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), and Graham Moore: *The Sherlockian* (2010). The short stories and secondary texts will be made available on Stud.IP. Access to filmic adaptations will be clarified on the first day of class.

Be advised, this is a course with a heavy reading load. Please already read Arthur Conan Doyle's *A Study in Scarlet* (1887) during term break i.e. before the course begins !

BritA, AAS3/5, AS: Contemporary Indian Fiction

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

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar This seminar invites students to make their beginnings in postcolonial theory by investigating recent Indian fiction. Following the discussion of excerpts from Shashi Tharoor's non-fictional text *Inglorious Empire: What the British Did to India* (2018), we

shall familiarise ourselves with the key concerns and practices of postcolonial studies before applying its central concepts to a selection of Indian-authored texts. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1), we will read short stories by Salman Rushdie (*East, West*, 1994) and Jhumpa Lahiri (*Interpreter of Maladies*, 1999), among others, through the postcolonial lens. Our focus will be on Madhuri Vijay's prize-winning novel *The Far Field* (2019) and its means of representing India's colonial history, the postcolonial nation, diaspora, class and gender. By the end of the seminar, you will have encountered many new concepts which help you develop your independent reading of other prose narratives by contemporary Indian writers.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase John McLeod's *Beginning Postcolonialism* (2nd edition, Manchester UP, 2010), and Madhuri Vijay's *The Far Field* (any edition). All other material will be provided on Stud.IP. Please read McLeod's textbook and Madhuri's novel during term break, i.e. before the course begins.

LingA1

Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast

Seminar, SWS: 2, Max. Teilnehmer: 50
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 12.04.2022 - 23.07.2022 1502 - 506

Kommentar

This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.

Literatur *Literatur e* – recommended reading:
König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

An additional reader will be made available at the beginning of the semester.

LingA1/A2, M5, M9: Sociolinguistic Theories (FüBa, MEd)

Seminar, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar This course will look at the three waves of sociolinguistics. It will discuss the relevant theories proposed by Labov, Trudgill, Milroy, Eckert and Johnstone and a range of classic and current case empirical studies to illustrate these theories.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – LingF1-LingF4 / Further Information –ulrike.altendorf@engsem.~

Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703

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

Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.

Bemerkung *Registration* – Stud.IP 01.03.2022-09.04.2022

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 All reading material will be provided in class

LingA2

Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast

Seminar, SWS: 2, Max. Teilnehmer: 50
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 12.04.2022 - 23.07.2022 1502 - 506

Kommentar This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.

Literatur *Literatur e* – recommended reading:
König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

An additional reader will be made available at the beginning of the semester.

LingA1/A2, M5, M9: Sociolinguistic Theories (FÜBa, MEd)

Seminar, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar This course will look at the three waves of sociolinguistics. It will discuss the relevant theories proposed by Labov, Trudgill, Milroy, Eckert and Johnstone and a range of classic and current case empirical studies to illustrate these theories.

Bemerkung	Registration – StudIP 01.03. - 31.03.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~
Literatur	Required Reading - Texts will be provided in class.

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703

Bemerkung	Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – LingF1-LingF4 / Further Information –ulrike.altendorf@engsem.~
Literatur	All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703

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

Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.

Bemerkung	<i>Registration</i> – Stud.IP 01.03.2022-09.04.2022 <i>Size restriction</i> – none <i>Prerequisites</i> – LingF1-LingF4 (FüBA); M1-M3 (DEL) <i>Studiengänge</i> – FüBA, 3. Fach LG, MEd LG, MEd LbS, DEL <i>Further information</i> –rainer.schulze@engsem.uni-hannover.de
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Literatur	All reading material will be provided in class
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Masterarbeit

Kolloquium

Kolloquium zum Studienabschluss (MEd.)

Kolloquium, SWS: 2
Blell, Gabriele | Kuhrs Woltin, Alexander

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 613

Kommentar Dieses Kolloquium zum Studienabschluss ist eine unterstützende Begleitung für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen. 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 MA-Kandidat*in erstellte Literaturliste dienen u.a. als Grundlage für ein wechselseitiges Feedback und eine kollegiale Beratung.

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

Literatur See course page on StudIP.

Masterstudiengang Lehramt an berufsbildenden Schulen - Fach Englisch

Intermediate and Advanced Linguistics TECH (LingF4/LingA1/LingA2)

LingF4

LingA1/A2, LingF4: Increasing teaching proficiency via researching learner language

Seminar, SWS: 2, Max. Teilnehmer: 20
Hohaus, Pascal

Di	Einzel	09:00 - 16:30	07.06.2022 - 07.06.2022	1502 - 703
Mi	Einzel	09:00 - 16:30	08.06.2022 - 08.06.2022	1502 - 703
Do	Einzel	09:00 - 16:30	09.06.2022 - 09.06.2022	1502 - 703
Fr	Einzel	09:00 - 16:30	10.06.2022 - 10.06.2022	1502 - 703

Kommentar In diesem Workshop für Bachelorstudierende erproben Sie linguistische Analyse im Kontext des Sprachgebrauchs von *foreign language learners*. Sie erkennen beispielsweise typische Charakteristika einer „interlanguage“ und identifizieren Verbesserungspotentiale. Sie erweitern Ihre sprachwissenschaftlichen Methodenkompetenz und erwerben zudem berufsfeldbezogene Fähigkeiten im Hinblick auf Ihre eigene Lehrpraxis als angehende Englischlehrkräfte.

Das Seminar ist Teil eines Lehr-Lern-Projekts, das vom Niedersächsischen Ministerium für Wissenschaft und Kultur im Rahmen des Programms „Innovation Plus 2022/2023“ gefördert wird. Bei mehr als 20 Anmeldungen muss sich die Seminarleitung im Interesse der Repräsentativität des Forschungsergebnisses die Auswahl der Teilnehmenden vorbehalten.

Bemerkung *Size restriction* – 20 / *Prerequisites* – LingF1, LingF2 & LingF4 / *Further Information* – pascal.hohaus@engsem.~

LingF4/M5, M9: English Dialectology

Seminar, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Mi	wöchentl.	12:00 - 14:00	13.04.2022 - 20.07.2022	1502 - 103
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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.

Bemerkung *Registration* – StudIP 01.03. - 31.03.22 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

*LingA1***Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast**

Seminar, SWS: 2, Max. Teilnehmer: 50
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 12.04.2022 - 23.07.2022 1502 - 506

Kommentar This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.

Literatur *Literatur* e – recommended reading:
König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

An additional reader will be made available at the beginning of the semester.

LingA1/A2, LingF4: Increasing teaching proficiency via researching learner language

Seminar, SWS: 2, Max. Teilnehmer: 20
Hohaus, Pascal

Di Einzel 09:00 - 16:30 07.06.2022 - 07.06.2022 1502 - 703

Mi Einzel 09:00 - 16:30 08.06.2022 - 08.06.2022 1502 - 703

Do Einzel 09:00 - 16:30 09.06.2022 - 09.06.2022 1502 - 703

Fr Einzel 09:00 - 16:30 10.06.2022 - 10.06.2022 1502 - 703

Kommentar In diesem Workshop für Bachelorstudierende erproben Sie linguistische Analyse im Kontext des Sprachgebrauchs von *foreign language learners*. Sie erkennen beispielsweise typische Charakteristika einer „interlanguage“ und identifizieren Verbesserungspotentiale. Sie erweitern Ihre sprachwissenschaftlichen Methodenkompetenz und erwerben zudem berufsfeldbezogene Fähigkeiten im Hinblick auf Ihre eigene Lehrpraxis als angehende Englischlehrkräfte.

Das Seminar ist Teil eines Lehr-Lern-Projekts, das vom Niedersächsischen Ministerium für Wissenschaft und Kultur im Rahmen des Programms „Innovation Plus 2022/2023“ gefördert wird. Bei mehr als 20 Anmeldungen muss sich die Seminarleitung im Interesse der Repräsentativität des Forschungsergebnisses die Auswahl der Teilnehmenden vorbehalten.

Bemerkung *Size restriction* – 20 / *Prerequisites* – LingF1, LingF2 & LingF4 / *Further Information* – pascal.hohaus@engsem.~

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / *Prerequisites* – LingF1-LingF4 / *Further Information* –ulrike.altendorf@engsem.~

Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703

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

Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.

Bemerkung *Registration* – Stud.IP 01.03.2022-09.04.2022

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 All reading material will be provided in class

LingA2

Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast

Seminar, SWS: 2, Max. Teilnehmer: 50
Diewald, Gabriele| Schulze, Rainer

Di wöchentl. 10:00 - 12:00 12.04.2022 - 23.07.2022 1502 - 506

Kommentar This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.

Literatur *Literatur e* – recommended reading:
 König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.
 An additional reader will be made available at the beginning of the semester.

LingA1/A2, LingF4: Increasing teaching proficiency via researching learner language

Seminar, SWS: 2, Max. Teilnehmer: 20
 Hohaus, Pascal

Di Einzel 09:00 - 16:30 07.06.2022 - 07.06.2022 1502 - 703
 Mi Einzel 09:00 - 16:30 08.06.2022 - 08.06.2022 1502 - 703
 Do Einzel 09:00 - 16:30 09.06.2022 - 09.06.2022 1502 - 703
 Fr Einzel 09:00 - 16:30 10.06.2022 - 10.06.2022 1502 - 703

Kommentar In diesem Workshop für Bachelorstudierende erproben Sie linguistische Analyse im Kontext des Sprachgebrauchs von *foreign language learners*. Sie erkennen beispielsweise typische Charakteristika einer „interlanguage“ und identifizieren Verbesserungspotentiale. Sie erweitern Ihre sprachwissenschaftlichen Methodenkompetenz und erwerben zudem berufsfeldbezogene Fähigkeiten im Hinblick auf Ihre eigene Lehrpraxis als angehende Englischlehrkräfte.
 Das Seminar ist Teil eines Lehr-Lern-Projekts, das vom Niedersächsischen Ministerium für Wissenschaft und Kultur im Rahmen des Programms „Innovation Plus 2022/2023“ gefördert wird. Bei mehr als 20 Anmeldungen muss sich die Seminarleitung im Interesse der Repräsentativität des Forschungsergebnisses die Auswahl der Teilnehmenden vorbehalten.

Bemerkung *Size restriction* – 20 / *Prerequisites* – LingF1, LingF2 & LingF4 / *Further Information* – pascal.hohaus@engsem.~

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – LingF1-LingF4 / Further Information –ulrike.altendorf@engsem.~

Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703

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

Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.

Bemerkung *Registration* – Stud.IP 01.03.2022-09.04.2022

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 All reading material will be provided in class

Advanced Methodology of Teaching English as a Foreign Language mit Schulpraktikum (DidA/DidPA)

DidA

DidA: Bewegtes Lernen im Englisch- und Spanischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 30
Blell, Gabriele | Rössler, Andrea

Do wöchentl. 12:00 - 14:00 14.04.2022 - 21.07.2022 1502 - 615

Kommentar Die lernfördernde Wirkung von Bewegungsaktivitäten ganz unterschiedlicher Art auf die kognitive Leistungsfähigkeit, auf Aufmerksamkeit und Konzentration sowie auf soziales Lernen ist im Fremdsprachenunterricht schon lange bekannt. Sie gerät aber zuweilen aufgrund einer meist bewegungsunfreundlichen ‚Sitzschule‘ und einem primär kognitiv ausgerichteten FSU aus dem Blick. Bewegter Unterricht ist eine Form von Fachunterricht, die bereits seit dem 18./19. Jahrhundert auch dem FSU wichtige Lehr- und Lernimpulse verschafft hat. Zu denken ist hier z.B. an Pestalozzis ganzheitliches Lernen mit Kopf, Herz und Hand, an das anschauungs- und handlungsorientierte Erziehungsmodell

der Reformpädagogik, an das taktil-kinästhetische Lernen im Sinne Montessoris, den bekannten *Total Physical Response* -Ansatz (TPR A) oder Lozanovs suggestopädische Lernkonzerte. Bewegung dient dabei nicht nur dazu, Lernprozesse zu unterstützen und die Leistungsfähigkeit der Schüler*innen zu optimieren (indirekte Unterstützung). Bewegung dient vielmehr auch zur Unterstützung von Lernprozessen, die eng mit dem Lerngegenstand Sprache verbunden sind (direkte Lernunterstützung). Das können auch neuere empirische Studien zum bewegten Fremdsprachenlernen belegen. Im Seminar soll deswegen die Frage im Mittelpunkt stehen, wie der FSU heute, analog und auch digital, bewegt und gleichzeitig bewegend gestaltet werden kann. Es sollen verschiedene, tradierte und neue, Ansätze und Sichtweisen aus der Englisch- und der Spanischdidaktik auf einen bewegten FSU vorgestellt, diskutiert und auch teilweise erprobt werden (z.B. performatives Lernen im FSU, Schüleraustauschfahrten und Exkursionen, bewegter Wortschatz- und Grammatikunterricht, außerschulische Lernorte und Gamification im FSU). Seminarsprachen werden Deutsch, Englisch und Spanisch sein.

Prüfungsleistung (benotet):

Bemerkung Spanisch: Hausarbeit (15-20 S.), Englisch: Hausarbeit (5000 Wörter)
 Registration – StudIP 01.03. - 31.03.2022 / Size restriction – 30 / Prerequisites – DidF / FÜBA-Modul in Spanisch; Further Information – gabriele.blell@engsem.uni-hannover.de; rössler@romanistik.phil.uni-hannover.de

Literatur See course page on StudIP.

DidA: Classroom Analysis: Methods and Means.

Seminar, SWS: 2, Max. Teilnehmer: 30
 Traumann, Sven

Mi wöchentl. 14:00 - 16:00 13.04.2022 - 20.07.2022 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 01.03. - 31.03.2022 / Size restriction – 30 / Prerequisites – DidF / Further Information –sven.traumann@engsem.uni-hannover.de

Literatur See course page on StudIP.

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

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

Di wöchentl. 12:00 - 14:00 12.04.2022 - 19.07.2022 1502 - 615

Di wöchentl. 12:00 - 14:00 19.07.2022 - 19.07.2022 1502 - 613

Kommentar The Lower Saxony "Kerncurriculum" for the EFL classroom (Gymnasium) puts a strong focus on teaching facets of *language awareness* (Sprachbewusstheit) and *language learning competence* (Sprachlernkompetenz). *Language awareness*, on the one hand, can be understood as explicit knowledge about language(s), and conscious perception and sensitivity in language learning and use (e.g., recognize, name and analyze communication problems and find possible 'repair strategies'; recognize, describe and evaluate language manipulation strategies (*critical language awareness*)). On the other hand, *language learning competence* comprises the willingness and ability to analyze and critically reflect one's own language learning and use. Learners should be able to make use of a repertoire of strategies (e.g., cognitive & metacognitive learning or social & emotional strategies). We will discuss selected topics (English as Lingua Franca, English as gateway to other languages, translanguaging, intercomprehension, 'Bildungs- und

Fachsprache' BICS & CALP etc., and subsequently promote creative ways of dealing with them in a task based and learner- and activity-based way.

To receive course credit (*Studienleistung*) you will have to work on a couple of short assignments. The final examination **Prüfungsleistung** will be **a an in-class examination (90 min)**.

- Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Size restriction – 30 / Prerequisites – DidF / Further Information –Gabriele.blell@engsem.uni-hannover.de
- Literatur See course page on StudIP.

DidA: The Makerspace: Producing and Evaluating explainer Videos in the EFL Classroom

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

Mo wöchentl. 16:00 - 18:00 11.04.2022 - 18.07.2022 1502 - 615

Kommentar Explainer videos are becoming increasingly important both in the private sphere and in the field of education. Empirical findings prove positive effects of explainer videos in the area of cognitive but also affective factors. In this seminar, we will examine the medium of explainer videos against the background of their popularity (cf. JIM Study 2021) and multimodality for EFL classrooms. The focus will be on different forms and functions of explainer videos as well as embedding them in flipped classroom settings. We will also explore potentials of the green screen studio. After a theoretical and technical foundation, we will produce and evaluate explainer 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 explainer video (= product) and a corresponding exposé (= written assignment) make up the examination credits (*Prüfungsleistung*).

- Bemerkung Registration – StudIP 01.03 - 31.03.2022 / Size restriction – 30 / Prerequisites – DidF / Further Information – alexander.woltin@engsem.uni-hannover.de
- Literatur See course page on StudIP.

DidPA: Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 30
Becker-Rolfs, Carolin

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 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 01.03. - 31.03.2022 / Size restriction – 30 / 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.

DidPA

DidPA: Diversity in the Classroom - Dealing with Differences. (Zusatzveranstaltung im Block)

Seminar, Max. Teilnehmer: 12
Traumann, Sven

Mi wöchentl. 16:00 - 19:00 06.07.2022 - 06.07.2022 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 | Becker-Rolfs
Thema: Feedback
Zeit: Do., 28.04.22, 15:00-18:00 Uhr |
| Seminar II | Blanckertz
Thema: LRS / Dyslexia im EU
Zeit: Fr., 06.05., 15-18 Uhr |
| Seminar III | Traumann
Thema: Diversity in the Classroom - Dealing with Differences
Zeit: Mi., 06.07., 16-19 Uhr |

Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA / Further Information – sven.traumann@engsem.uni-hannover.de

DidPA: - Feedback - Zusatzveranstaltung im Block

Seminar, Max. Teilnehmer: 12
Becker-Rolfs, Carolin

Mi wöchentl. 15:00 - 18:00 27.04.2022 - 27.04.2022 1502 - 703

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.

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- 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	Becker-Rolfs Thema: Feedback Zeit: Do., 28.04.22, 15:00-18:00 Uhr
Seminar II	Blanckertz Thema: LRS / Dyslexia im EU Zeit: Fr., 06.05., 15-18 Uhr
Seminar III	Traumann Thema: Diversity in the Classroom - Dealing with Differences Zeit: Mi., 06.07., 16-19 Uhr

Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA /
Further Information – carolin.becker-rolfs@engsem.uni-hannover.de

DidPA: LRS / Dyslexia im EU - Zusatzveranstaltung im Block

Seminar, Max. Teilnehmer: 12
Blanckertz, Janka

Fr wöchentl. 15:00 - 18:00 06.05.2022 - 06.05.2022 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 Blockveranstaltung 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	Becker-Rolfs Thema: Feedback Zeit: Do., 28.04.22, 15:00-18:00 Uhr
Seminar II	Blanckertz Thema: LRS / Dyslexia im EU Zeit: Fr., 06.05., 15-18 Uhr
Seminar III	Traumann

Thema: Diversity in the Classroom - Dealing with Differences

Zeit: Mi., 06.07., 16-19 Uhr

Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA /
Further Information – janka.blanckertz@engsem.uni-hannover.de

DidPA: Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
Blanckertz, Janka

Do wöchentl. 16:00 - 18:00 14.04.2022 - 21.07.2022 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 01.03. - 31.03.2022 / 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.

Fachpraktikum

Fachpraktikum (1)

Fachpraktikum, SWS: 2, Max. Teilnehmer: 15
Kuhrs Woltin, Alexander

Do wöchentl. 14:00 - 16:00 28.07.2022 - 29.09.2022 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 29.07.2022 - 29.09.2022 1502 - 615

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.

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 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.

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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

AmerF3

AmerF3: Colonialism and the Bildungsroman in Canada and the US

Seminar, SWS: 2, Max. Teilnehmer: 25
 Fagan, Abigail

Do wöchentl. 12:00 - 14:00 14.04.2022 - 21.07.2022 1502 - 609

Kommentar In this course, we will hone our skills as close readers and literary critics through consideration of two novels, Colson Whitehead's *The Nickel Boys* and Cherie Dimaline's *The Marrow Thieves*. In addition to engaging these texts in terms of genre, we will also consider the ways in which these novels grapple with education and domination through group discussions of historical and theoretical contexts. Both novels play upon the genre of the *bildungsroman* by reimagining exchanges between ostensibly education-oriented

institutions and colonized subjects, particularly Black people in the United States and Indigenous people in Canada.

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture / Further information – abigail.fagan@engsem.~

Literatur Please purchase *The Nickel Boys* and *The Marrow Thieves*. Please consider using alternatives to international corporations with your purchase; Annabee in Hannover and jpc.de are good options.

AmerF3: Literature and Culture of the 1960s

Seminar, SWS: 4, Max. Teilnehmer: 25
Brasch, Ilka

Do wöchentl. 14:00 - 18:00 21.04.2022 - 16.06.2022 1502 - 703

Kommentar The 1960s in the United States was a decade of cultural uproar and a reevaluation of existing norms and ideals. Politically and culturally, the decade is informed by the Cold War and its political crises and by the Civil Rights Movement. At the same time, literature of the 'psychedelic sixties' reflects and engages critically with the use of mind-expanding drugs and bears witness to a shifting understanding of mental illness. Moreover, 1960s literature returns time and again to conceptions of gender in terms of a reconsideration of female gender norms in American society. In this class, we will consider these multiple issues by studying a choice of literary texts from the era, including Sylvia Plath's *The Bell Jar* (1963) and Maya Angelou's *I Know Why the Caged Bird Sings* (1969), as well as other forms such as essays and film. Please note the scheduling of this class: We will meet for one regular 90-minute session on April 21st and then have double sessions, from 2-6pm, from April 28th to June 16th.

Dates: 21.04.2022 – 16.06.2022

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture / Further information – ilka.brasch@engsem.~

Literatur You can use any edition of Plath's and Angelou's novels, but it may be convenient to use the editions I use, which are these: Plath, Sylvia. *The Bell Jar*. Faber & Faber, 2013 (978-0-571-26886-3) / Angelou, Maya. *I Know Why the Caged Bird Sings*. Ballantine, 2015 (978-0-345-51440-0).

AmerF3: Modernism and Modernity in New York City

Seminar, SWS: 2, Max. Teilnehmer: 25
Groß, Florian| Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 11.04.2022 - 18.07.2022 1502 - 609

Kommentar In this class we will cast a look at the ways in which New York City became the paradigmatic modern city at the turn of the twentieth century. In the period from 1910 to 1930, new architectures (the skyscraper), new forms of commodification (advertising, periodicals), and new media of entertainment (film, vaudeville, comics) brought about a pervasive reconfiguration of the urban space, while increasing immigration rates and racial tensions called for new definitions of national identity and ethnicity. New York as the new metropolis was thematized in prose, poetry, film, music, in advertising and magazines, and finally in paintings and photography – and in this class we will be concerned with all of these modes of representation.

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture / Further information – florian.gross@engsem.~

Literatur Please purchase John Dos Passos' *Manhattan Transfer*, any complete edition of the novel will do. More material will be made available on StudIP at the beginning of the semester.

AmerF3: Myths and Monuments

Seminar, SWS: 2, Max. Teilnehmer: 25
Loock, Kathleen

Di wöchentl. 14:00 - 16:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar The murder of George Floyd by Minneapolis police officers in May 2020 sparked international outrage and revived controversies about Confederate monuments in the United States. Across the nation, statues were toppled, parks, schools, and streets renamed, and Confederate flags and symbols removed from public spaces. In this course, we will examine how such symbolic removals from public memory partake not in erasing but in revising national narratives that have long privileged a past of racism, slavery, and colonialism while it omitted the history of minorities and their ongoing struggles against oppression. From Christopher Columbus to Confederates, the course will trace the construction and deconstruction of myths and monuments in the United States. We will study a variety of different materials, including statues as well as literary texts, films, textbooks, and public holidays, in order to critically reflect on how the national past is remembered.

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture / Further information – kathleen.loock@engsem.~

Literatur Will be made available on StudIP

Intermediate British Literature and Culture (BritF2/BritF3)

BritF2

BritF2: Survey of British Literatures and Cultures

Vorlesung, SWS: 2
Gohrisch, Jana

Mi wöchentl. 08:00 - 10:00 13.04.2022 - 20.07.2022 1208 - A001

Kommentar The aim of this lecture series is to provide a broad introduction to the social and political as well as the cultural and literary history of Britain as well as to current debates and conflicts in British politics and culture. The lectures will not only offer historical and cultural facts, but will also question them from the various perspectives of Literary and Cultural Studies theories. Moreover, we will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

In all probability, the lecture will be recorded and made available for viewing on Stud.IP.

Aylica Boock will offer a tutorial (time and place to be announced on Stud.IP). The aim of this tutorial is threefold: 1) to discuss all questions that might have come up in the weekly lecture, 2) to work on exercises recapitulating and supplementing the lecture content and 3) to aid students' preparation for the final exam. Participation is not a prerequisite for taking the final exam, but is strongly recommended.

There are two examination dates students can choose from: 25 August 2022 and 23 February 2023 (10:00-11:00, procedure and lecture hall to be announced).

Bemerkung Registration – Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1 for FüBA students, none for others

Further Information –jana.gohrisch@engsem.~

Literatur *Recommended Reading*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022),www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Kramer, Jürgen. *Britain and Ireland. A Concise History* (2007)

Middeke, Martin et al., eds. *English and American Studies. Theory and Practice* (2012)

Poplawski, Paul, ed. *English Literature in Context*. 2nd ed. (2017)

BritF3

BritF3: Practising Literary Criticism: British and Postcolonial Literatures

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

Mi wöchentl. 10:00 - 12:00 13.04.2022 - 20.07.2022 1502 - 703

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

Bemerkung Registration – Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1; recommended: BritF2

Further Information –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Shakespeare, William. *Othello* (Arden edition).

All other material (including the longer excerpts from *Robinson Crusoe*) will be provided in a reader available for purchase from Copyshop Stork and on Stud.IP.

Reader – Copyshop Stork (Körnerstraße) from 11.04.2022 and Stud.IP

BritF3: Practising Literary Criticism: British Literatures and Cultures (LA Moritz Kiermeier)

Seminar, SWS: 2, Max. Teilnehmer: 40
Kiermeier, Moritz

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 615

Kommentar This seminar accompanies but does not substitute the BritF2 Survey. Participation in the weekly (online) course is mandatory in order to profit from the various exercises conducted in this seminar. 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 William Shakespeare's play *As You Like It*. Further texts read and discussed in this class will include Shakespearean sonnets, excerpts from narrative texts and plays (e.g. Daniel Defoe: *Robinson Crusoe*, Jane Austen: *Pride and Prejudice*, Oscar Wilde: *The Importance of Being Earnest*), as well as paintings by Thomas Gainsborough and J.M.W. Turner. In studying these exemplary texts, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the AmerBritF1 Introduction with a context-oriented reading in order to identify, understand and evaluate the development of literary conventions. Students will be asked to contribute definitions of terms and concepts using relevant specialist literature, such as encyclopaedias, dictionaries and scholarly texts.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1; recommended: BritF2 / Further Information –moritz.kiermeier@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022),www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please acquire a copy of William Shakespeare's *As You Like It* in the Arden edition (ed. Juliet Dusinberre, 2006) and read the play in the term break. The other set texts will be provided in a reader available for purchase from Copyshop Stork and on Stud.IP.

Reader – Copyshop Stork (Körnerstraße) from 11.04.2022 and Stud.IP

Masterarbeit

Zertifikatsprogramm Lehramt an Gymnasien - Fach Englisch

Foundations Linguistics (LingF1/LingF2)

LingF1

LingF1: Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 35
Troitzschel, Yasmin

Do wöchentl. 12:00 - 14:00 21.04.2022 - 21.07.2022 1502 - 703

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 01.03. - 31.03.2022 / Prerequisites – none / Further Information – yasmin.troitzschel@engsem.~

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

LingF2

LingF2: Introduction to Linguistics II

Vorlesung, SWS: 2, Max. Teilnehmer: 70
Altendorf, Ulrike| Troitzschel, Yasmin

Mo wöchentl. 10:00 - 12:00 25.04.2022 - 18.07.2022 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 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 01.03. - 31.03.2022 / Prerequisites – LingF1 / Further Information –yasmin.troitzschel@engsem.~

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

LingF2: Introduction to Linguistics II

Vorlesung, SWS: 2
Jalanesh, Aida

Di wöchentl. 16:00 - 18:00 19.04.2022 - 19.07.2022 1507 - 004

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.

Bemerkung 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. Registration – Stud.IP 01.03. - 31.03.2022 / Prerequisites – LingF1 / Further Information –jalanesh.aida@engsem.~

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

LingF2: Introduction to Linguistics II

Vorlesung, SWS: 2
Jalanesh, Aida

Di wöchentl. 12:00 - 14:00 19.04.2022 - 19.07.2022 1507 - 004

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.

Bemerkung 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. Registration – Stud.IP 01.03. - 31.03.2022 / 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**

Vorlesung, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Mi wöchentl. 10:00 - 12:00 13.04.2022 - 20.07.2022 1502 - 615

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 01.03.-31.03.2022 / *Prerequisites* – LingF1 and LingF2 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

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

*LingF4***LingA1/A2, LingF4: Increasing teaching proficiency via researching learner language**

Seminar, SWS: 2, Max. Teilnehmer: 20

Hohaus, Pascal

Di Einzel	09:00 - 16:30	07.06.2022 - 07.06.2022	1502 - 703
Mi Einzel	09:00 - 16:30	08.06.2022 - 08.06.2022	1502 - 703
Do Einzel	09:00 - 16:30	09.06.2022 - 09.06.2022	1502 - 703
Fr Einzel	09:00 - 16:30	10.06.2022 - 10.06.2022	1502 - 703

Kommentar In diesem Workshop für Bachelorstudierende erproben Sie linguistische Analyse im Kontext des Sprachgebrauchs von *foreign language learners*. Sie erkennen beispielsweise typische Charakteristika einer „interlanguage“ und identifizieren Verbesserungspotentiale. Sie erweitern Ihre sprachwissenschaftlichen Methodenkompetenz und erwerben zudem berufsfeldbezogene Fähigkeiten im Hinblick auf Ihre eigene Lehrpraxis als angehende Englischlehrkräfte.

Das Seminar ist Teil eines Lehr-Lern-Projekts, das vom Niedersächsischen Ministerium für Wissenschaft und Kultur im Rahmen des Programms „Innovation Plus 2022/2023“ gefördert wird. Bei mehr als 20 Anmeldungen muss sich die Seminarleitung im Interesse der Repräsentativität des Forschungsergebnisses die Auswahl der Teilnehmenden vorbehalten.

Bemerkung *Size restriction* – 20 / *Prerequisites* – LingF1, LingF2 & LingF4 / *Further Information* – pascal.hohaus@engsem.~

LingF4/M5, M9: English Dialectology

Seminar, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Mi wöchentl.	12:00 - 14:00	13.04.2022 - 20.07.2022	1502 - 103
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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.

Bemerkung *Registration* – StudIP 01.03. - 31.03.22 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

Advanced Linguistics (LingA1/LingA2)

LingA1

Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast

Seminar, SWS: 2, Max. Teilnehmer: 50
Diewald, Gabriele| Schulze, Rainer

Di wöchentl.	10:00 - 12:00	12.04.2022 - 23.07.2022	1502 - 506
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Kommentar This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences

between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.

Literatur *Literatur e* – recommended reading:
König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

An additional reader will be made available at the beginning of the semester.

LingA1/A2, M5, M9: Sociolinguistic Theories (FüBa, MEd)

Seminar, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar This course will look at the three waves of sociolinguistics. It will discuss the relevant theories proposed by Labov, Trudgill, Milroy, Eckert and Johnstone and a range of classic and current case empirical studies to illustrate these theories.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – LingF1-LingF4 / Further Information –ulrike.altendorf@engsem.~

Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703

Kommentar How are humorous meanings generated and interpreted? Understanding a joke or pun or riddle involves knowledge of the language code (a matter mostly of semantics) and background knowledge necessary for making the inferences to get the joke, the pun or the riddle (a matter of pragmatics and cognitive science). This seminar will introduce and (sometimes) critique a wide range of semantic and pragmatic theories in relation to humour, such as Arthur Koestler's bisociation theory of humour, Victor Raskin's script-based theory of jokes, the General Theory of Verbal Humor by Victor Raskin

and Salvatore Attardo, Salvatore Attardo's Linear Theory of Humor, the analysis of puns by Salvatore Attardo, the relationship between humour and pragmatic maxims as explored by Herbert P. Grice, Dan Sperber and Deirdre Wilson, etc. Each theory will be complemented by discussion topics, countless linguistic examples and suggestions for further reading and will thus encourage a critical approach to semantic, pragmatic and cognitive issues. Beware, attending this seminar is no laughing matter...

Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.

Bemerkung

Registration – Stud.IP 01.03.2022-09.04.2022

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

All reading material will be provided in class

*LingA2***Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast**

Seminar, SWS: 2, Max. Teilnehmer: 50
Diewald, Gabriele| Schulze, Rainer

Di wöchentl. 10:00 - 12:00 12.04.2022 - 23.07.2022 1502 - 506

Kommentar

This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung

ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.

Literatur

Literatur e – recommended reading:

König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

An additional reader will be made available at the beginning of the semester.

LingA1/A2, M5, M9: Sociolinguistic Theories (FüBa, MEd)

Seminar, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar This course will look at the three waves of sociolinguistics. It will discuss the relevant theories proposed by Labov, Trudgill, Milroy, Eckert and Johnstone and a range of classic and current case empirical studies to illustrate these theories.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – LingF1-LingF4 / Further Information –ulrike.altendorf@engsem.~

Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703

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

Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.

Bemerkung *Registration* – Stud.IP 01.03.2022-09.04.2022

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 All reading material will be provided in class

Foundations Literature and Culture (AmerBritF1)

AmerBritF1

AmerBritF1: Introduction to Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 24
Brinker, Felix

Di wöchentl. 14:00 - 16:00 19.04.2022 - 19.07.2022 1502 - 613

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 01.03.-31.03.2022 / 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.

Intermediate American Literature and Culture (AmerF2/AmerF3)

AmerF2

AmerF3

AmerF3: Colonialism and the Bildungsroman in Canada and the US

Seminar, SWS: 2, Max. Teilnehmer: 25
Fagan, Abigail

Do wöchentl. 12:00 - 14:00 14.04.2022 - 21.07.2022 1502 - 609

Kommentar In this course, we will hone our skills as close readers and literary critics through consideration of two novels, Colson Whitehead's *The Nickel Boys* and Cherie Dimaline's *The Marrow Thieves*. In addition to engaging these texts in terms of genre, we will also consider the ways in which these novels grapple with education and domination through group discussions of historical and theoretical contexts. Both novels play upon the genre of the *bildungsroman* by reimagining exchanges between ostensibly education-oriented institutions and colonized subjects, particularly Black people in the United States and Indigenous people in Canada.

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture / Further information – abigail.fagan@engsem.~

Literatur Please purchase *The Nickel Boys* and *The Marrow Thieves*. Please consider using alternatives to international corporations with your purchase; Annabee in Hannover and jpc.de are good options.

AmerF3: Literature and Culture of the 1960s

Seminar, SWS: 4, Max. Teilnehmer: 25
Brasch, Ilka

Do wöchentl. 14:00 - 18:00 21.04.2022 - 16.06.2022 1502 - 703

Kommentar	The 1960s in the United States was a decade of cultural uproar and a reevaluation of existing norms and ideals. Politically and culturally, the decade is informed by the Cold War and its political crises and by the Civil Rights Movement. At the same time, literature of the 'psychedelic sixties' reflects and engages critically with the use of mind-expanding drugs and bears witness to a shifting understanding of mental illness. Moreover, 1960s literature returns time and again to conceptions of gender in terms of a reconsideration of female gender norms in American society. In this class, we will consider these multiple issues by studying a choice of literary texts from the era, including Sylvia Plath's <i>The Bell Jar</i> (1963) and Maya Angelou's <i>I Know Why the Caged Bird Sings</i> (1969), as well as other forms such as essays and film. Please note the scheduling of this class: We will meet for one regular 90-minute session on April 21 st and then have double sessions, from 2-6pm, from April 28 th to June 16 th .
Bemerkung	Dates: 21.04.2022 – 16.06.2022 Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture / Further information – ilka.brasch@engsem.~
Literatur	You can use any edition of Plath's and Angelou's novels, but it may be convenient to use the editions I use, which are these: Plath, Sylvia. <i>The Bell Jar</i> . Faber & Faber, 2013 (978-0-571-26886-3) / Angelou, Maya. <i>I Know Why the Caged Bird Sings</i> . Ballantine, 2015 (978-0-345-51440-0).

AmerF3: Modernism and Modernity in New York City

Seminar, SWS: 2, Max. Teilnehmer: 25
Groß, Florian| Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 11.04.2022 - 18.07.2022 1502 - 609

Kommentar	In this class we will cast a look at the ways in which New York City became the paradigmatic modern city at the turn of the twentieth century. In the period from 1910 to 1930, new architectures (the skyscraper), new forms of commodification (advertising, periodicals), and new media of entertainment (film, vaudeville, comics) brought about a pervasive reconfiguration of the urban space, while increasing immigration rates and racial tensions called for new definitions of national identity and ethnicity. New York as the new metropolis was thematized in prose, poetry, film, music, in advertising and magazines, and finally in paintings and photography – and in this class we will be concerned with all of these modes of representation.
Bemerkung	Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture / Further information – florian.gross@engsem.~
Literatur	Please purchase John Dos Passos' <i>Manhattan Transfer</i> , any complete edition of the novel will do. More material will be made available on StudIP at the beginning of the semester.

AmerF3: Myths and Monuments

Seminar, SWS: 2, Max. Teilnehmer: 25
Loock, Kathleen

Di wöchentl. 14:00 - 16:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar	The murder of George Floyd by Minneapolis police officers in May 2020 sparked international outrage and revived controversies about Confederate monuments in the United States. Across the nation, statues were toppled, parks, schools, and streets renamed, and Confederate flags and symbols removed from public spaces. In this course, we will examine how such symbolic removals from public memory partake not in erasing but in revising national narratives that have long privileged a past of racism, slavery, and colonialism while it omitted the history of minorities and their ongoing struggles against oppression. From Christopher Columbus to Confederates, the course will trace the construction and deconstruction of myths and monuments in the United States. We will study a variety of different materials, including statues as well as literary
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	texts, films, textbooks, and public holidays, in order to critically reflect on how the national past is remembered.
Bemerkung	Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture / Further information – kathleen.loock@engsem.~
Literatur	Will be made available on StudIP

Intermediate British Literature and Culture (BritF2/BritF3)

BritF2

BritF2: Survey of British Literatures and Cultures

Vorlesung, SWS: 2
Gohrisch, Jana

Mi wöchentl. 08:00 - 10:00 13.04.2022 - 20.07.2022 1208 - A001

Kommentar The aim of this lecture series is to provide a broad introduction to the social and political as well as the cultural and literary history of Britain as well as to current debates and conflicts in British politics and culture. The lectures will not only offer historical and cultural facts, but will also question them from the various perspectives of Literary and Cultural Studies theories. Moreover, we will not view literature as a mere illustration or effect of cultural history, but see it as a complex way of responding to and often challenging it.

In all probability, the lecture will be recorded and made available for viewing on Stud.IP.

Aylica Boock will offer a tutorial (time and place to be announced on Stud.IP). The aim of this tutorial is threefold: 1) to discuss all questions that might have come up in the weekly lecture, 2) to work on exercises recapitulating and supplementing the lecture content and 3) to aid students' preparation for the final exam. Participation is not a prerequisite for taking the final exam, but is strongly recommended.

There are two examination dates students can choose from: 25 August 2022 and 23 February 2023 (10:00-11:00, procedure and lecture hall to be announced).

Bemerkung Registration – Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1 for FÜBA students, none for others

Literatur Further Information –jana.gohrisch@engsem.~
Recommended Reading

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Kramer, Jürgen. *Britain and Ireland. A Concise History* (2007)

Middeke, Martin et al., eds. *English and American Studies. Theory and Practice* (2012)

Poplawski, Paul, ed. *English Literature in Context*. 2nd ed. (2017)

BritF3

BritF3: Practising Literary Criticism: British and Postcolonial Literatures

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

Mi wöchentl. 10:00 - 12:00 13.04.2022 - 20.07.2022 1502 - 703

Kommentar This seminar accompanies but does not substitute the BritF2 Survey. Participation in the weekly (online) course is mandatory in order to profit from the various exercises conducted in this seminar. Practising the analytical terms and concepts acquired in the AmerBritF1 Introduction, we will read selected literary texts addressed in the Survey lecture and explore their representations of race, class and gender in their respective

historical and generic contexts. Our particular focus will be on Shakespeare's tragedy *Othello* (entire play) and Daniel Defoe's novel *Robinson Crusoe* (longer excerpts). We will thus investigate how the texts have contributed to shape an understanding of British history and culture. To achieve this objective, students will work with definitions of terms and concepts by using relevant specialist literature, such as encyclopedias, dictionaries, websites and scholarly texts.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1; recommended: BritF2
Further Information –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*
Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022),www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.
Shakespeare, William. *Othello* (Arden edition).
All other material (including the longer excerpts from *Robinson Crusoe*) will be provided in a reader available for purchase from Copyshop Stork and on Stud.IP.
Reader – Copyshop Stork (Körnerstraße) from 11.04.2022 and Stud.IP

BritF3: Practising Literary Criticism: British Literatures and Cultures (LA Moritz Kiermeier)

Seminar, SWS: 2, Max. Teilnehmer: 40
Kiermeier, Moritz

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 615

Kommentar This seminar accompanies but does not substitute the BritF2 Survey. Participation in the weekly (online) course is mandatory in order to profit from the various exercises conducted in this seminar. 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 William Shakespeare's play *As You Like It* . Further texts read and discussed in this class will include Shakespearean sonnets, excerpts from narrative texts and plays (e.g. Daniel Defoe: *Robinson Crusoe* , Jane Austen: *Pride and Prejudice* , Oscar Wilde: *The Importance of Being Earnest*), as well as paintings by Thomas Gainsborough and J.M.W. Turner. In studying these exemplary texts, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the AmerBritF1 Introduction with a context-oriented reading in order to identify, understand and evaluate the development of literary conventions. Students will be asked to contribute definitions of terms and concepts using relevant specialist literature, such as encyclopaedias, dictionaries and scholarly texts.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1; recommended: BritF2 / Further Information –moritz.kiermeier@engsem.~

Literatur *Required Reading and Purchase*
Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022),www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.
Please acquire a copy of William Shakespeare's *As You Like It* in the Arden edition (ed. Juliet Dusinberre, 2006) and read the play in the term break. The other set texts will be provided in a reader available for purchase from Copyshop Stork and on Stud.IP.
Reader – Copyshop Stork (Körnerstraße) from 11.04.2022 and Stud.IP

Advanced Literature and Culture (AmerA/BritA)

*AmerA***AmerA, AAS1/2/3, AS: Colonizing America**

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

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 609

Kommentar This course explores the colonization of what became the United States of America through historical documents and more recent critical work. We will discuss the historical events and conceptual impact of the colonization of early America and the United States through our synthesis of theoretical ideas and contemporary writing. The primary texts that we consider throughout this course include, for instance, the writings of explorers like John Smith and Meriweather Lewis, court proceedings from the Salem Witch Trials, and passages from poets and authors like Phyllis Wheatley, Harriot Jacobs, and Harriet Beecher Stowe. These primary texts will then be paired with more recently written critiques of American colonization by theorists from Black and Critical Indigenous Studies, including Katherine McKittrick, Hortense Spillers, Lisa Brooks, and Nick Estes. We will focus in particular on the role that bodies of water like the Atlantic Ocean and the Ohio and Missouri Rivers shaped and were shaped by the colonial hierarchies that have created the United States as we know it today.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS1/3: Formations of the Self in Autofiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Youssef, Lujain

Fr wöchentl. 10:00 - 12:00 15.04.2022 - 22.07.2022 1502 - 609

Kommentar Serge Doubrovsky writes, “As soon as I write myself, I invent myself.” Doubrovsky coined the term ‘autofiction’ that foregrounds notions of self-discovery, individuality and subjectivity. However, many autofictional characteristics have already existed in the Anglophone world before the term had gained popularity. Currently, exploring and working on autofiction has become a vital area of research engaging with questions about identity, selfhood, and truth. Focusing on autobiographical theory in this class, we will deal with questions like: what is autofiction? How does it deal with identity and forms of representation? How does this genre affect our understanding of self-formation in literature? And how does it deal with concepts like falsehood, authenticity, and truth in narrating the self?

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – lujain.youssef@engsem.~

Literatur Will be made available on StudIP.

AmerA, AAS1, AS: Theorizing Mass Culture, Popular Culture, Media Culture

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

Mo wöchentl. 16:00 - 18:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar In this theory-centric seminar, we will engage with a number of different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary popular entertainment and media culture. Text to be discussed include early works from the tradition of German critical theory (such as Walter Benjamin’s famous essay on “The Work of Art in the Age of its Technological Reproducibility” and Theodor W. Adorno’s essays on the “Culture Industry”), Marshall McLuhan’s writings on media as “extensions” human bodily capacity, cultural studies approaches to the agency of media audiences and the logics of “participatory culture,”

system-theoretical approaches to the mass media as well as research on popular serial forms and the specific logics of digital-era entertainments. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of popular entertainments in the mundane routines of life under capitalism, audiences' ability to critically engage with and appropriate media contents for their own purposes, and the media's contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory, but should be prepared to engage with theoretical, philosophical, and often difficult texts on the subject matter.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur Will be made available on StudIP.

AmerA, AAS2/3/4, AS: Periodical Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix | Mayer, Ruth

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar In the nineteenth century, periodicals (newspapers, illustrated magazines, penny-papers, academic and specialized journals and much more) boomed in the United States. At around the turn of the century, these media entered into a complicated – both collaborative and competitive – interrelation with the emerging mass media of the twentieth century: cinema, comics, radio. In this class we will pay close attention to how periodical cultures shaped the US-American cultures of entertainment, knowledge and information at large, and how they contributed to the formation of niches, special interest groups, and subcultures in the United States. We will investigate particular periodical formats (the literary magazine, the illustrated women's magazine, the little magazine), but also look at how individual writers and artists responded to the phenomena of the new publishing markets. We will be particularly concerned with text-image relations and the formal effects of serialization or intermediality in this context.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS2/3, AS: Post-Race Literature

Seminar, SWS: 4, Max. Teilnehmer: 40
Oldehus, Anna-Lena

Fr wöchentl. 12:00 - 16:00 17.06.2022 - 22.07.2022 1502 - 609

Kommentar In this class, we will engage with contemporary fictional texts that cross the border of a nation state and problematize notions of race, nationhood, and ethnic identity. While literary scholar Ramón Saldívar proposes the 21st century to be the age of 'postrace literature,' authors such as Junot Díaz refute the term for fear of cultivating colorblindness. Besides looking at political, social, and economic forces that inform contemporary writing, we will also engage with questions of envisioning authorship and writing in our times. This class is designed to enable students to become aware of the global dimensions of literary texts and to become familiar with critical concepts such as border theory, postcolonial studies, and decolonization.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~

Literatur In this class we will read Daphne Palasi Andreades' debut novel *Brown Girls* (2022). Avoid Amazon and check out your local bookshops or buy your books second-hand on platforms (like blackwells.co.uk, for instance).

AmerA, AAS2, AS: Early American Political Fiction

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

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 609

Kommentar This class will zoom in on the first decades of the United States as a republic and on the fictions that accompanied the young nation's inaugural years. In the 1790s and early 1800s, what we now call 'the novel' was not yet defined as it is today, and political fictions appeared in a variety of forms, like serialized picaresque tales, magazine publications, or plays. The result was a literary public sphere that debated social and political ideals in creative ways, producing critical, humorous, satirical, or utopian fictions. Throughout the semester, we will engage with texts that at a first glance seem strange to contemporary readers, such as H. H. Brackenridge's *Modern Chivalry* (1792-1815, excerpts), or the anonymously published *Equality – A Political Romance* (1802) – texts that need to be understood in their own historical context but also beyond it, as reflections of what was and what should be, or what could have been. Students who take this course do not need extensive prior knowledge about the history of the United States but should be interested in historical subjects.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS4: Film Remakes and Franchises

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 609

Kommentar In this course, we will study Hollywood's long history of repeating, continuing, and revising familiar material and critically engage with theoretical approaches to the film remake, sequel, franchise, and reboot. We will trace how the industrial and cultural patterns of Hollywood's remaking have changed over time and discuss the economic, political, and cultural implications of film remakes and franchises, from *Stella Dallas* to *Star Wars* and *Jurassic World*. Students will be able to follow their own research interests and contribute to work that is being done in the field of remake studies: they can choose a film remake, sequel, or reboot they want to investigate, applying the tools and knowledge this course provides.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / 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, AAS4: Television, Genre, Seriality: The O.C.

Seminar, SWS: 2, Max. Teilnehmer: 40
Groß, Florian

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 615

Kommentar Through a semester-long case study of the classic teen drama *The O.C.* (Fox, 2003-2007), this class will provide an in-depth introduction to the academic study of television and television series. After a brief look at US television's history and the history of theoretical approaches to studying television, we will engage with the history of teen-oriented texts in film and on TV. In the context of our analysis of the series, we will

Bemerkung	apply critical formal concepts and categories (e.g. narrative, visual style, editing, genre, seriality) to various episodes and seasons of <i>The O.C.</i> . Finally, the case study will serve to exemplify readings of television series along the lines of gender, class, and ethnicity, as well as modern consumer capitalism, cool youth culture, and media convergence.
Literatur	Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – florian.gross@engsem.~ Will be made available on StudIP.

BritA

BritA, AAS1: Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 12.04.2022 - 19.07.2022 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 Registration – Stud.IP 01.-31.03.2022 / 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" (2022),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. (2017).

Brontë, Charlotte. *Jane Eyre* (preferred edition: Norton 2001 or 2016, also feasible: Oxford World's Classics or 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 in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP. The "Guidelines" are on the website of the English Department, on Stud.IP and for sale in the copyshop.

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

Reader – Copyshop Stork (Körnerstraße) from 11.04.2022 and Stud.IP

BritA, AAS2/3/4: Charles Dickens: From Text to Screen

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

Di wöchentl. 12:00 - 14:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar Exploring the enduring appeal of Charles Dickens's writing, this seminar focuses on *Oliver Twist* (1838) and *Great Expectations* (1860/61) and some of their major screen adaptations. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of literary and cultural history acquired in the Survey lecture (BritF2), we will start with a thorough examination of how the canonical novels negotiate the social realities of nineteenth-century England on the level of plot, setting, narration and character. Following an introduction to the key concerns and practices of adaptation studies as well as film analysis, we shall then turn to selected adaptations of *Oliver Twist* (2004, dir.: Tim Greene; 2005, dir.: Roman Polanski) and *Great Expectations* (1946, dir.: David Lean; 1998, dir.: Alfonso Cuarón), investigating their critical potential by locating them in the wider theoretical frameworks of intertextuality and rewriting, postcolonialism and cultural materialism.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase Charles Dickens's *Oliver Twist* and *Great Expectations* in well-annotated editions (e.g. Penguin Classics, Oxford World's Classics). All other material as well as a list of film studies terms will be provided on Stud.IP. Please read at least *Oliver Twist* during term break, i.e. before the course begins.

Please note that the film screenings will not take place during our regular seminar meetings. There will be at least four extra sessions.

BritA, AAS2/3/5, AS: British and Postcolonial Studies

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

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 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. Practising 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 shall 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.

- Bemerkung Registration – Stud.IP 01.- 31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –jana.gohrisch@engsem.~
- Literatur Please study the "Guidelines and Reading Material British and Postcolonial Studies" (website of the English Department, on Stud.IP and for sale in Copyshop Stork) 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).
- Required Reading and Purchase*
- Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022),www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.
- Andrea Levy. *The Long Song* (2010)

BritA, AAS2/3: Early Modern Drama

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

Mo wöchentl. 10:00 - 12:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar While William Shakespeare's plays are continuously taught and performed, his prominent contemporaries often receive less attention. The aim of this advanced class will be to read not only Shakespeare's plays, but also two other Early Modern plays to investigate constructions of gender and class in famous comedies and tragedies of the time. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret three plays (using the categories of literary analysis from AmerBritF1). We will begin with Christopher Marlowe's tragedy *The Tragical History of the Life and Death of Doctor Faustus* before reading William Shakespeare's *Twelfth Night*. Lastly, we will discuss Ben Jonson's comedy *The Alchemist* .

Bemerkung Registration Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –janna-lena.neumann@engsem.~

Literatur *Required Reading and Purchase*

Christopher Marlowe. *The Tragical History of the Life and Death of Doctor Faustus*. (e.g. Oxford World's Classics or Norton edition)

William Shakespeare. *Twelfth Night*. (Ideally Arden edition)

Ben Jonson. *The Alchemist*. (e.g. Penguin or Oxford World's Classics edition)

Students are strongly advised to read *Doctor Faustus* **before** the course begins.

BritA, AAS2/4: Sherlock Holmes - A Study in Adaptation

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 103

Kommentar Sherlock Holmes ranks amongst the most frequently adapted literary characters of all time, boasts one of oldest fandoms, and has long been considered the key figure and starting point of 'classic detective fiction'. But wherein lies the continued fascination with the world of Sherlock Holmes and how has it changed over time?

The canon of Arthur Conan Doyle's work and its countless, varied adaptations, parodies, and pastiches form a complex network of intertextual ties, which will be the object of this seminar.

We will begin with Arthur Conan Doyle's *A Study in Scarlet* (1887) and selected short stories, considering their historical context, and examining character design, genre conventions as well as imperial implications.

Applying methods of adaptation studies beyond prescriptive 'fidelity-criticism', we will then examine page to screen adaptations from the Granada series (1984-1994) to BBC's *Sherlock* (2010-2017), Neil Gaiman's genre-straddling short story "A Study in Emerald" (2003), and postcolonial rewriting in the form of a translation of the Bengali short story "The Will that Vanished" (1961/88) by Saradindu Bandyopadhyay.

Continuing to explore how Conan Doyle's creation has been adapted and appropriated for different audiences, we will turn to *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), the neo-Victorian YA-novel and its subsequent Netflix adaptation (2020). To close the seminar, we will discuss the role of fandom in both Graham Moore's novel *The Sherlockian* (2010) as well as the wider 'Holmesian' or 'Sherlockian' 'metaverse'.

Bemerkung Registration – Stud.IP 01.- 31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please purchase your own copies of the novels Arthur Conan Doyle: *A Study in Scarlet* (1887), Nancy Springer: *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), and Graham Moore: *The Sherlockian* (2010). The short stories and secondary texts will be made available on Stud.IP. Access to filmic adaptations will be clarified on the first day of class.

Be advised, this is a course with a heavy reading load. Please already read Arthur Conan Doyle's *A Study in Scarlet* (1887) during term break i.e. before the course begins !

BritA, AAS3/5, AS: Contemporary Indian Fiction

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

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar This seminar invites students to make their beginnings in postcolonial theory by investigating recent Indian fiction. Following the discussion of excerpts from Shashi Tharoor's non-fictional text *Inglorious Empire: What the British Did to India* (2018), we shall familiarise ourselves with the key concerns and practices of postcolonial studies before applying its central concepts to a selection of Indian-authored texts. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1), we will read short stories by Salman Rushdie (*East, West*, 1994) and Jhumpa Lahiri (*Interpreter of Maladies*, 1999), among others, through the postcolonial lens. Our focus will be on Madhuri Vijay's prize-winning novel *The Far Field* (2019) and its means of representing India's colonial history, the postcolonial nation, diaspora, class and gender. By the end of the seminar, you will have encountered many new concepts which help you develop your independent reading of other prose narratives by contemporary Indian writers.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase John McLeod's *Beginning Postcolonialism* (2nd edition, Manchester UP, 2010), and Madhuri Vijay's *The Far Field* (any edition). All other material will be provided on Stud.IP. Please read McLeod's textbook and Madhuri's novel during term break, i.e. before the course begins.

Focus Module (AmerA/BritA/LingA1/LingA2)

AmerA

AmerA, AAS1/2/3, AS: Colonizing America

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

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 609

Kommentar This course explores the colonization of what became the United States of America through historical documents and more recent critical work. We will discuss the historical events and conceptual impact of the colonization of early America and the United States through our synthesis of theoretical ideas and contemporary writing. The primary texts that we consider throughout this course include, for instance, the writings of explorers like John Smith and Meriweather Lewis, court proceedings from the Salem Witch Trials, and passages from poets and authors like Phyllis Wheatley, Harriot Jacobs, and Harriet Beecher Stowe. These primary texts will then be paired with more recently written critiques of American colonization by theorists from Black and Critical Indigenous Studies, including Katherine McKittrick, Hortense Spillers, Lisa Brooks, and Nick Estes. We will focus in particular on the role that bodies of water like the Atlantic Ocean and the Ohio and Missouri Rivers shaped and were shaped by the colonial hierarchies that have created the United States as we know it today.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS1/3: Formations of the Self in Autofiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Youssef, Lujain

Fr wöchentl. 10:00 - 12:00 15.04.2022 - 22.07.2022 1502 - 609

Kommentar Serge Doubrovsky writes, "As soon as I write myself, I invent myself." Doubrovsky coined the term 'autofiction' that foregrounds notions of self-discovery, individuality and subjectivity. However, many autofictional characteristics have already existed in the Anglophone world before the term had gained popularity. Currently, exploring and working on autofiction has become a vital area of research engaging with questions about identity, selfhood, and truth. Focusing on autobiographical theory in this class, we will deal with questions like: what is autofiction? How does it deal with identity and forms of representation? How does this genre affect our understanding of self-formation in literature? And how does it deal with concepts like falsehood, authenticity, and truth in narrating the self?

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – lujain.youssef@engsem.~

Literatur Will be made available on StudIP.

AmerA, AAS1, AS: Theorizing Mass Culture, Popular Culture, Media Culture

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

Mo wöchentl. 16:00 - 18:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar In this theory-centric seminar, we will engage with a number of different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary popular entertainment and media culture. Text to be discussed include early works from the tradition of German critical theory (such as Walter Benjamin's famous essay on "The Work of Art in the Age of its Technological Reproducibility" and Theodor W. Adorno's essays on the "Culture Industry"), Marshall McLuhan's writings on media as "extensions" of human bodily capacity, cultural studies approaches to the agency of media audiences and the logics of "participatory culture," system-theoretical approaches to the mass media as well as research on popular serial forms and the specific logics of digital-era entertainments. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of popular entertainments in the mundane routines of life under capitalism, audiences' ability to critically engage with and appropriate media contents for their own purposes, and the media's contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory, but should be prepared to engage with theoretical, philosophical, and often difficult texts on the subject matter.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

Literatur Will be made available on StudIP.

AmerA, AAS2/3/4, AS: Periodical Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix | Mayer, Ruth

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar In the nineteenth century, periodicals (newspapers, illustrated magazines, penny-papers, academic and specialized journals and much more) boomed in the United States. At around the turn of the century, these media entered into a complicated – both collaborative and competitive – interrelation with the emerging mass media of the twentieth century: cinema, comics, radio. In this class we will pay close attention to how periodical cultures shaped the US-American cultures of entertainment, knowledge and information at large, and how they contributed to the formation of niches, special interest groups, and subcultures in the United States. We will investigate particular periodical formats (the literary magazine, the illustrated women's magazine, the little magazine), but also look at how individual writers and artists responded to the phenomena of the new publishing markets. We will be particularly concerned with text-image relations and the formal effects of serialization or intermediality in this context.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – felix.brinker@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS2/3, AS: Post-Race Literature

Seminar, SWS: 4, Max. Teilnehmer: 40
Oldehus, Anna-Lena

Fr wöchentl. 12:00 - 16:00 17.06.2022 - 22.07.2022 1502 - 609

Kommentar In this class, we will engage with contemporary fictional texts that cross the border of a nation state and problematize notions of race, nationhood, and ethnic identity.

While literary scholar Ramón Saldívar proposes the 21st century to be the age of 'postrace literature,' authors such as Junot Díaz refute the term for fear of cultivating colorblindness. Besides looking at political, social, and economic forces that inform contemporary writing, we will also engage with questions of envisioning authorship and writing in our times. This class is designed to enable students to become aware of the global dimensions of literary texts and to become familiar with critical concepts such as border theory, postcolonial studies, and decolonization.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~

Literatur In this class we will read Daphne Palasi Andreades' debut novel *Brown Girls* (2022). Avoid Amazon and check out your local bookshops or buy your books second-hand on platforms (like blackwells.co.uk, for instance).

AmerA, AAS2, AS: Early American Political Fiction

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

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 609

Kommentar This class will zoom in on the first decades of the United States as a republic and on the fictions that accompanied the young nation's inaugural years. In the 1790s and early 1800s, what we now call 'the novel' was not yet defined as it is today, and political fictions appeared in a variety of forms, like serialized picaresque tales, magazine publications, or plays. The result was a literary public sphere that debated social and political ideals in creative ways, producing critical, humorous, satirical, or utopian fictions. Throughout the semester, we will engage with texts that at a first glance seem strange to contemporary readers, such as H. H. Brackenridge's *Modern Chivalry* (1792-1815, excerpts), or the anonymously published *Equality – A Political Romance* (1802) – texts that need to be understood in their own historical context but also beyond it, as reflections of what was and what should be, or what could have been. Students who take this course do not need extensive prior knowledge about the history of the United States but should be interested in historical subjects.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS4: Film Remakes and Franchises

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 609

Kommentar In this course, we will study Hollywood's long history of repeating, continuing, and revising familiar material and critically engage with theoretical approaches to the film remake, sequel, franchise, and reboot. We will trace how the industrial and cultural patterns of Hollywood's remaking have changed over time and discuss the economic, political, and cultural implications of film remakes and franchises, from *Stella Dallas* to *Star Wars* and *Jurassic World*. Students will be able to follow their own research interests and contribute to work that is being done in the field of remake studies: they can choose a film remake, sequel, or reboot they want to investigate, applying the tools and knowledge this course provides.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / 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, AAS4: Television, Genre, Seriality: The O.C.

Seminar, SWS: 2, Max. Teilnehmer: 40
Groß, Florian

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 615

Kommentar Through a semester-long case study of the classic teen drama *The O.C.* (Fox, 2003-2007), this class will provide an in-depth introduction to the academic study of television and television series. After a brief look at US television's history and the history of theoretical approaches to studying television, we will engage with the history of teen-oriented texts in film and on TV. In the context of our analysis of the series, we will apply critical formal concepts and categories (e.g. narrative, visual style, editing, genre, seriality) to various episodes and seasons of *The O.C.* Finally, the case study will serve to exemplify readings of television series along the lines of gender, class, and ethnicity, as well as modern consumer capitalism, cool youth culture, and media convergence.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – florian.gross@engsem.~

Literatur Will be made available on StudIP.

BritA

BritA, AAS1: Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 12.04.2022 - 19.07.2022 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 Registration – Stud.IP 01.-31.03.2022 / 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" (2022), 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. (2017).

Brontë, Charlotte. *Jane Eyre* (preferred edition: Norton 2001 or 2016, also feasible: Oxford World's Classics or 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 in a reader from Copyshop

Stork (Körnerstraße) and on Stud.IP. The "Guidelines" are on the website of the English Department, on Stud.IP and for sale in the copyshop.

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

Reader – Copyshop Stork (Körnerstraße) from 11.04.2022 and Stud.IP

BritA, AAS2/3/4: Charles Dickens: From Text to Screen

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

Di wöchentl. 12:00 - 14:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar Exploring the enduring appeal of Charles Dickens's writing, this seminar focuses on *Oliver Twist* (1838) and *Great Expectations* (1860/61) and some of their major screen adaptations. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of literary and cultural history acquired in the Survey lecture (BritF2), we will start with a thorough examination of how the canonical novels negotiate the social realities of nineteenth-century England on the level of plot, setting, narration and character. Following an introduction to the key concerns and practices of adaptation studies as well as film analysis, we shall then turn to selected adaptations of *Oliver Twist* (2004, dir.: Tim Greene; 2005, dir.: Roman Polanski) and *Great Expectations* (1946, dir.: David Lean; 1998, dir.: Alfonso Cuarón), investigating their critical potential by locating them in the wider theoretical frameworks of intertextuality and rewriting, postcolonialism and cultural materialism.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase Charles Dickens's *Oliver Twist* and *Great Expectations* in well-annotated editions (e.g. Penguin Classics, Oxford World's Classics). All other material as well as a list of film studies terms will be provided on Stud.IP. Please read at least *Oliver Twist* during term break, i.e. before the course begins.

Please note that the film screenings will not take place during our regular seminar meetings. There will be at least four extra sessions.

BritA, AAS2/3/5, AS: British and Postcolonial Studies

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

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 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. Practising 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 shall 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.

Bemerkung	Registration – Stud.IP 01.- 31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –jana.gohrisch@engsem.~
Literatur	Please study the "Guidelines and Reading Material British and Postcolonial Studies" (website of the English Department, on Stud.IP and for sale in Copyshop Stork) 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).
	<i>Required Reading and Purchase</i>
	Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022),www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.
	Andrea Levy. <i>The Long Song</i> (2010)

BritA, AAS2/3: Early Modern Drama

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

Mo wöchentl. 10:00 - 12:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar While William Shakespeare's plays are continuously taught and performed, his prominent contemporaries often receive less attention. The aim of this advanced class will be to read not only Shakespeare's plays, but also two other Early Modern plays to investigate constructions of gender and class in famous comedies and tragedies of the time. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret three plays (using the categories of literary analysis from AmerBritF1). We will begin with Christopher Marlowe's tragedy *The Tragical History of the Life and Death of Doctor Faustus* before reading William Shakespeare's *Twelfth Night*. Lastly, we will discuss Ben Jonson's comedy *The Alchemist* .

Bemerkung	Registration Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –janna-lena.neumann@engsem.~
Literatur	<i>Required Reading and Purchase</i>
	Christopher Marlowe. <i>The Tragical History of the Life and Death of Doctor Faustus</i> . (e.g. Oxford World's Classics or Norton edition)
	William Shakespeare. <i>Twelfth Night</i> . (Ideally Arden edition)
	Ben Jonson. <i>The Alchemist</i> . (e.g. Penguin or Oxford World's Classics edition)
	Students are strongly advised to read <i>Doctor Faustus</i> before the course begins.

BritA, AAS2/4: Sherlock Holmes - A Study in Adaptation

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 103

Kommentar Sherlock Holmes ranks amongst the most frequently adapted literary characters of all time, boasts one of oldest fandoms, and has long been considered the key figure and starting point of 'classic detective fiction'. But wherein lies the continued fascination with the world of Sherlock Holmes and how has it changed over time?

The canon of Arthur Conan Doyle's work and its countless, varied adaptations, parodies, and pastiches form a complex network of intertextual ties, which will be the object of this seminar.

We will begin with Arthur Conan Doyle's *A Study in Scarlet* (1887) and selected short stories, considering their historical context, and examining character design, genre conventions as well as imperial implications.

Applying methods of adaptation studies beyond prescriptive 'fidelity-criticism', we will then examine page to screen adaptations from the Granada series (1984-1994) to BBC's *Sherlock* (2010-2017), Neil Gaiman's genre-straddling short story "A Study in Emerald" (2003), and postcolonial rewriting in the form of a translation of the Bengali short story "The Will that Vanished" (1961/88) by Saradindu Bandyopadhyay.

Continuing to explore how Conan Doyle's creation has been adapted and appropriated for different audiences, we will turn to *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), the neo-Victorian YA-novel and its subsequent Netflix adaptation (2020). To close the seminar, we will discuss the role of fandom in both Graham Moore's novel *The Sherlockian* (2010) as well as the wider 'Holmesian' or 'Sherlockian' 'metaverse'.

Bemerkung Registration – Stud.IP 01.- 31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please purchase your own copies of the novels Arthur Conan Doyle: *A Study in Scarlet* (1887), Nancy Springer: *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), and Graham Moore: *The Sherlockian* (2010). The short stories and secondary texts will be made available on Stud.IP. Access to filmic adaptations will be clarified on the first day of class.

Be advised, this is a course with a heavy reading load. Please already read Arthur Conan Doyle's *A Study in Scarlet* (1887) during term break i.e. before the course begins !

BritA, AAS3/5, AS: Contemporary Indian Fiction

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

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar This seminar invites students to make their beginnings in postcolonial theory by investigating recent Indian fiction. Following the discussion of excerpts from Shashi Tharoor's non-fictional text *Inglorious Empire: What the British Did to India* (2018), we shall familiarise ourselves with the key concerns and practices of postcolonial studies before applying its central concepts to a selection of Indian-authored texts. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1), we will read short stories by Salman Rushdie (*East, West*, 1994) and Jhumpa Lahiri (*Interpreter of Maladies*, 1999), among others, through the postcolonial lens. Our focus will be on

Madhuri Vijay's prize-winning novel *The Far Field* (2019) and its means of representing India's colonial history, the postcolonial nation, diaspora, class and gender. By the end of the seminar, you will have encountered many new concepts which help you develop your independent reading of other prose narratives by contemporary Indian writers.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase John McLeod's *Beginning Postcolonialism* (2nd edition, Manchester UP, 2010), and Madhuri Vijay's *The Far Field* (any edition). All other material will be provided on Stud.IP. Please read McLeod's textbook and Madhuri's novel during term break, i.e. before the course begins.

LingA1

Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast

Seminar, SWS: 2, Max. Teilnehmer: 50
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 12.04.2022 - 23.07.2022 1502 - 506

Kommentar This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.

Literatur *Literatur e* – recommended reading:
 König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*.
 Berlin: Erich Schmidt Verlag.
 An additional reader will be made available at the beginning of the semester.

LingA1/A2, M5, M9: Sociolinguistic Theories (FüBa, MEd)

Seminar, SWS: 2, Max. Teilnehmer: 40
 Altendorf, Ulrike

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar This course will look at the three waves of sociolinguistics. It will discuss the relevant theories proposed by Labov, Trudgill, Milroy, Eckert and Johnstone and a range of classic and current case empirical studies to illustrate these theories.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
 Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – LingF1-LingF4 / Further Information –ulrike.altendorf@engsem.~

Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
 Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703

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

Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.

Bemerkung *Registration* – Stud.IP 01.03.2022-09.04.2022

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 All reading material will be provided in class

LingA2

Deutsch und Englisch im Vergleich und im Kontrast/German and English in Comparison and Contrast

Seminar, SWS: 2, Max. Teilnehmer: 50
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 12.04.2022 - 23.07.2022 1502 - 506

Kommentar This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. *Introduction to Linguistics*), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird's-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

Bemerkung ACHTUNG! Im Wintersemester 2022/2023 ändert sich die Modulstruktur im Wahlpflichtbereich der Abteilung Sprache des Deutschen Seminars. Bitte nutzen Sie daher das Sommersemester dazu, offene und/oder neue Module abzuschließen.

Literatur *Literatur e* – recommended reading:
König, Ekkehard and Volker Gast. ⁴2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

An additional reader will be made available at the beginning of the semester.

LingA1/A2, M5, M9: Sociolinguistic Theories (FüBa, MEd)

Seminar, SWS: 2, Max. Teilnehmer: 40
Altendorf, Ulrike

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar This course will look at the three waves of sociolinguistics. It will discuss the relevant theories proposed by Labov, Trudgill, Milroy, Eckert and Johnstone and a range of classic and current case empirical studies to illustrate these theories.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

LingA1/A2, M8, M9: Usage-based approaches to second language acquisition (N.N.)

Seminar, SWS: 2, Max. Teilnehmer: 35
Altendorf, Ulrike

Do wöchentl. 10:00 - 12:00 14.04.2022 - 21.07.2022 1502 - 703

Bemerkung Registration – Stud.IP 01.03.-31.03.2022 / Prerequisites – LingF1-LingF4 / Further Information –ulrike.altendorf@engsem.~

Literatur All reading material will be provided in class

LingA1, LingA2, M7, M9: Language and Humour

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 703

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

Papers, articles or chapters to introduce the various topics will be uploaded on Stud.IP. Please check Stud.IP on a regular basis for updates and additional information as the semester approaches.

Bemerkung *Registration* – Stud.IP 01.03.2022-09.04.2022

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 All reading material will be provided in class

Foundations Language Practice (SP1/SP2)

SP1

SP1: Vocabulary and Pronunciation - Blockkurs 04.-08.04.22

Seminar, SWS: 2, Max. Teilnehmer: 30
Gans, Anne

Block 10:30 - 14:00 04.04.2022 - 08.04.2022 1502 - 615

Fr Einzel 09:00 - 12:00 08.04.2022 - 08.04.2022 1502 - 613

Kommentar This course is designed for students who wish to repeat the course taken in the WiSe in order to prepare to retake the SL test.

Bemerkung *Registration* – StudIP 01.03.22-15.03.2022 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Size restriction* – 30 / *Further Information* – anne.gans@engsem.~

SP2

SP2 Grammar - Group 1

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

Mo wöchentl. 10:00 - 12:00 11.04.2022 - 18.07.2022 1502 - 615

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

Bemerkung *Registration* – StudIP 01.03.2021-15.03.2022 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: two online quizzes, PL: 90-min written exam / *Size restriction* – 25 / *Further Information* – anne.gans@engsem.~

SP2 Grammar - Group 2

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

Mo wöchentl. 12:00 - 14:00 11.04.2022 - 18.07.2022 1502 - 615

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

Bemerkung *Registration* – StudIP 01.03.2021-15.03.2022 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: two online quizzes, PL: 90-min written exam / *Size restriction* – 25 / *Further Information* – anne.gans@engsem.~

SP2: Grammar - Group 3

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

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 615

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

Bemerkung *Registration* – StudIP 01.03.2021-15.03.2022 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: two online quizzes, PL: 90-min written exam / *Size restriction* – 25 / *Further Information* – anne.gans@engsem.~

SP2: Grammar - Group 4

Seminar, SWS: 2, Max. Teilnehmer: 30
Gans, Anne

Fr wöchentl. 10:00 - 12:00 15.04.2022 - 22.07.2022 1502 - 615

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

Bemerkung *Registration* – StudIP 01.03.2021-15.03.2022 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: two online quizzes, PL: 90-min written exam / *Size restriction* – 25 / *Further Information* – anne.gans@engsem.~

Advanced Language Practice (SP3/SP4)

SP3

SP4

SP4: Advanced Composition - Group 1

Seminar, SWS: 2, Max. Teilnehmer: 25
Schneller, Jill

Di wöchentl. 08:00 - 10:00 12.04.2022 - 26.07.2022 1502 - 609

Kommentar This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary

Please note some schedule differences for groups 1 and 3. Students in these groups will be required to take a mock exam on Saturday, 16 July, 2022. The final exam will take place on Saturday, 23 July, 2022.

Bemerkung *Registration* – StudIP 01.03.2022-15.03.2022 / *Prerequisites* – SP1 + SP2 and SP3 / *Assessment Tasks* – SL: two written tasks PL: 90-min exam / *Size restriction* – 25 / *Further Information* – jill.schneller@engsem.~

SP4: Advanced Composition - Group 2

Seminar, SWS: 2, Max. Teilnehmer: 25
Schneller, Jill

Di wöchentl. 10:00 - 12:00 12.04.2022 - 12.07.2022 1502 - 613

Kommentar This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary

Please note some schedule differences for groups 1 and 3. Students in these groups will be required to take a mock exam on Saturday, 16 July, 2022. The final exam will take place on Saturday, 23 July, 2022.

Bemerkung *Registration* – StudIP 01.03.2022-15.03.2022 / *Prerequisites* – SP1 + SP2 and SP3 / *Assessment Tasks* – SL: two written tasks PL: 90-min exam / *Size restriction* – 25 / *Further Information* – jill.schneller@engsem.~

SP4: Advanced Composition - Group 3

Seminar, SWS: 2, Max. Teilnehmer: 25
Schneller, Jill

Do wöchentl. 08:00 - 10:00 14.04.2022 - 28.07.2022 1502 - 609

Kommentar This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary

Please note some schedule differences for groups 1 and 3. Students in these groups will be required to take a mock exam on Saturday, 16 July, 2022. The final exam will take place on Saturday, 23 July, 2022.

Bemerkung *Registration* – StudIP 01.03.2022-15.03.2022 / *Prerequisites* – SP1 + SP2 and SP3 / *Assessment Tasks* – SL: two written tasks PL: 90-min exam / *Size restriction* – 25 / *Further Information* – jill.schneller@engsem.~

SP4: Advanced Composition - Group 4

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

Do wöchentl. 12:00 - 14:00 14.04.2022 - 21.07.2022 1502 - 613

Kommentar This course allows students to continue working on their writing skills. Various text types/genres will be covered. Aspects of style, register, vocabulary and grammar will be discussed as necessary

Please note some schedule differences for groups 1 and 3. Students in these groups will be required to take a mock exam on Saturday, 16 July, 2022. The final exam will take place on Saturday, 23 July, 2022.

Bemerkung *Registration* – StudIP 01.03.2022-15.03.2022 / *Prerequisites* – SP1 + SP2 and SP3 / *Assessment Tasks* – SL: two written tasks PL: 90-min exam / *Size restriction* – 25 / *Further Information* – jill.schneller@engsem.~

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

DidF1

DidF1: Introduction to Teaching English as a Foreign Language

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

Do wöchentl. 08:00 - 10:00 14.04.2022 - 21.07.2022 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. et al. (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 01.03. - 31.03.2022 / *Size restriction* – 30 / *Prerequisites* – none / *Further Information* – gabriele.blell@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
Kuhrs Woltin, Alexander

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 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. et al. (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 01.03. - 31.03.2022 / 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.

DidF2

DidF2: Digital Teaching and Learning Tools in the 21st Century EFL Classroom

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar The Corona pandemic has led to many changes in educational institutions and digital tools have become increasingly relevant and might remain an innovation worth keeping. Besides, digital tools have become an indispensable part of our everyday lives and bring a wide range of benefits. How can digital tools be beneficial in EFL lessons? In this seminar we will try out hands-on how digital tools can be didactically and methodically integrated into EFL lessons, so, please bring your own device (BYOD). Various current digital tools will be presented, contextualized within the framework of scholastic standards, and their use will be tested. *We will explore how receptive (i.e., listening and reading) and productive (i.e., speaking and writing) skills as well as language means (i.e., grammar and lexis) can be taught using corresponding technological tools (e.g., tablets, smartphones) and applications.*

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

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Size restriction – 25 / Prerequisites – DidF1 / Further Information – alexander.woltin@engsem.uni-hannover.de

Literatur Check the syllabus on Stud-IP.

DidF2: Teaching Films: Clint Eastwood's Gran Torino (2008)

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

Fr wöchentl. 12:00 - 14:00 15.04.2022 - 22.07.2022 1502 - 615

Kommentar Films as text have already found their way into the EFL classrooms in the context of listening-viewing comprehension skills. However, meanwhile, film education emphasizes (foreign) language learning activities through analyzing, conceptualizing, and creating films. Among other aspects, films serve as an occasion for (creative) production tasks (i.e., speaking and writing) and moments of inter-/transcultural learning. Recently, films have also become part of the compulsory text material for Lower Saxony's Abitur. But how do you teach films? Which core curricular competencies can be trained and consolidated with and through films? After having worked out theoretical basics together, we will develop concrete teaching and learning scenarios and materials using the example of Clint Eastwood's Gran Torino (compulsory text for the Abitur 2022). To receive course credit (Studienleistung) you will have to collaboratively present assigned topics in an interactive and product-oriented way and design concrete learning materials.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Size restriction – 25 / Prerequisites – DidF1 / Further Information – alexander.kuhrs.woltin@engsem.uni-hannover.de

DidF2: Teaching Literature: New Literary Genres in the EFL Classroom

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

Di wöchentl. 14:00 - 16:00 12.04.2022 - 19.07.2022 1502 - 615

Kommentar The Lower Saxony "Kerncurriculum" for the EFL classroom (Sek. I and II) has always put a strong focus on teaching literature (i.e., novel, short story, drama, poem). During the last 20 years, new literary genres like digital fiction, fan fiction, graphic novels, text-talk fiction, or twitter literature, only to name a few, have developed. At the same time, post-millennial literature deals with current topics and issues (i.e., climatic, natural, man-made apocalypses, crises, diversity etc.) and vividly reflects today's technological culture. The EFL classroom has to critically reflect these new trends in literature production. Processes of reading and responding to selected texts will be in the centre of discussion as well as methods of analyzing short texts and subsequently promoting creative ways of dealing with these new genres in a learner- and activity-based way. The seminar takes up and further develops competences in the field 'Teaching Literature'.

Bemerkung To receive course credit (*Studienleistung*) you will have to work on short assignments. Registration – StudIP 01.03. - 31.03.2022 / Size restriction – 25 / Prerequisites – DidF1 / Further Information – gabriele.blell@engsem.uni-hannover.de

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

Recommended: Thaler, E. (ed.) Lit21. *New Literary Genres in the Language Classroom*. Tübingen: Narr.

Diversität im Fokus fachdidaktischer Perspektiven: Inklusiven Fachunterricht planen (lernen)

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

Block 09:00 - 16:30 15.07.2022 - 16.07.2022 1502 - 306

+SaSo

Block 09:00 - 16:30 22.07.2022 - 23.07.2022 1502 - 306

+SaSo

Kommentar Inklusion stellt seit dem Inkrafttreten der sogenannten UN-Behindertenrechtskonvention im Jahre 2009 zunächst in sonderpädagogischen Diskursen ein viel diskutiertes Thema dar. Angesichts zunehmender Vielfalt der Lernenden spielen in jüngster

Zeit jedoch auch fachdidaktische Perspektiven eine zunehmend wichtige Rolle – so sollen zukünftige (Fremdsprachen-)Lehrkräfte aller Schulformen bereits frühzeitig auf das diversitätssensible Unterrichten in inklusiven Kontexten vorbereitet werden. Im Rahmen dieser interdisziplinär-ausgerichteten Veranstaltung sollen Studierende verschiedener Schulfächer und -formen durch einen kooperativen Ansatz für verschiedene Differenzkategorien sensibilisiert werden, um darauf aufbauend an konkreten Fallbeispielen Ideen für einen differenzierenden Fachunterricht planerisch zu entwickeln. Obwohl die fremdsprachendidaktische Perspektive den Ausgangspunkt darstellt, sollen von den anwesenden Studierenden ausgehend weitere Fachdidaktiken und deren Zugänge beschrieben, evaluiert und planerisch angewendet werden.

Die Studienleistung umfasst die kollaborative Erarbeitung und Präsentation einer Unterrichtsplanung für einen diversitätssensiblen, differenzierenden Fachunterricht.

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

Literatur Texte werden über Stud.IP zur Verfügung gestellt.

Advanced Methodology (DidA)

DidA

DidA: Bewegtes Lernen im Englisch- und Spanischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 30
Blell, Gabriele | Rössler, Andrea

Do wöchentl. 12:00 - 14:00 14.04.2022 - 21.07.2022 1502 - 615

Kommentar Die lernfördernde Wirkung von Bewegungsaktivitäten ganz unterschiedlicher Art auf die kognitive Leistungsfähigkeit, auf Aufmerksamkeit und Konzentration sowie auf soziales Lernen ist im Fremdsprachenunterricht schon lange bekannt. Sie gerät aber zuweilen aufgrund einer meist bewegungsunfreundlichen ‚Sitzschule‘ und einem primär kognitiv ausgerichteten FSU aus dem Blick. Bewegter Unterricht ist eine Form von Fachunterricht, die bereits seit dem 18./19. Jahrhundert auch dem FSU wichtige Lehr- und Lernimpulse verschafft hat. Zu denken ist hier z.B. an Pestalozzis ganzheitliches Lernen mit Kopf, Herz und Hand, an das anschauungs- und handlungsorientierte Erziehungsmodell der Reformpädagogik, an das taktil-kinästhetische Lernen im Sinne Montessoris, den bekannten *Total Physical Response*-Ansatz (TPR A) oder Lozanovs suggestopädische Lernkonzerte. Bewegung dient dabei nicht nur dazu, Lernprozesse zu unterstützen und die Leistungsfähigkeit der Schüler*innen zu optimieren (indirekte Unterstützung). Bewegung dient vielmehr auch zur Unterstützung von Lernprozessen, die eng mit dem Lerngegenstand Sprache verbunden sind (direkte Lernunterstützung). Das können auch neuere empirische Studien zum bewegten Fremdsprachenlernen belegen. Im Seminar soll deswegen die Frage im Mittelpunkt stehen, wie der FSU heute, analog und auch digital, bewegt und gleichzeitig bewegend gestaltet werden kann. Es sollen verschiedene, tradierte und neue, Ansätze und Sichtweisen aus der Englisch- und der Spanischdidaktik auf einen bewegten FSU vorgestellt, diskutiert und auch teilweise erprobt werden (z.B. performatives Lernen im FSU, Schüleraustauschfahrten und Exkursionen, bewegter Wortschatz- und Grammatikunterricht, außerschulische Lernorte und Gamification im FSU). Seminarsprachen werden Deutsch, Englisch und Spanisch sein.

Prüfungsleistung (benotet):

Spanisch: Hausarbeit (15-20 S.), Englisch: Hausarbeit (5000 Wörter)

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Size restriction – 30 / Prerequisites – DidF / FüBA-Modul in Spanisch; Further Information – gabriele.blell@engsem.uni-hannover.de; rössler@romanistik.phil.uni-hannover.de

Literatur See course page on StudIP.

DidA: Classroom Analysis: Methods and Means.

Seminar, SWS: 2, Max. Teilnehmer: 30
Traumann, Sven

Mi wöchentl. 14:00 - 16:00 13.04.2022 - 20.07.2022 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 01.03. - 31.03.2022 / Size restriction – 30 / Prerequisites – DidF / Further Information –sven.traumann@engsem.uni-hannover.de

Literatur See course page on StudIP.

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

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

Di wöchentl. 12:00 - 14:00 12.04.2022 - 19.07.2022 1502 - 615

Di wöchentl. 12:00 - 14:00 19.07.2022 - 19.07.2022 1502 - 613

Kommentar The Lower Saxony "Kerncurriculum" for the EFL classroom (Gymnasium) puts a strong focus on teaching facets of *language awareness* (Sprachbewusstheit) and *language learning competence* (Sprachlernkompetenz). *Language awareness*, on the one hand, can be understood as explicit knowledge about language(s), and conscious perception and sensitivity in language learning and use (e.g., recognize, name and analyze communication problems and find possible 'repair strategies'; recognize, describe and evaluate language manipulation strategies (*critical language awareness*)). On the other hand, *language learning competence* comprises the willingness and ability to analyze and critically reflect one's own language learning and use. Learners should be able to make use of a repertoire of strategies (e.g., cognitive & metacognitive learning or social & emotional strategies). We will discuss selected topics (English as Lingua Franca, English as gateway to other languages, translanguaging, intercomprehension, 'Bildungs- und Fachsprache' BICS & CALP etc., and subsequently promote creative ways of dealing with them in a task based and learner- and activity-based way.

To receive course credit (Studienleistung) you will have to work on a couple of short assignments. The final examination **Prüfungsleistung** will be **a an in-class examination (90 min)**.

Bemerkung Registration – StudIP 01.03. - 31.03.2022 / Size restriction – 30 / Prerequisites – DidF / Further Information –Gabriele.blell@engsem.uni-hannover.de

Literatur See course page on StudIP.

DidA: The Makerspace: Producing and Evaluating explainer Videos in the EFL Classroom

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

Mo wöchentl. 16:00 - 18:00 11.04.2022 - 18.07.2022 1502 - 615

Kommentar Explainer videos are becoming increasingly important both in the private sphere and in the field of education. Empirical findings prove positive effects of explainer videos in the area of cognitive but also affective factors. In this seminar, we will examine the medium of explainer videos against the background of their popularity (cf. JIM Study 2021) and multimodality for EFL classrooms. The focus will be on different forms and functions of explainer videos as well as embedding them in flipped classroom settings. We will also explore potentials of the green screen studio. After a theoretical and technical foundation, we will produce and evaluate explainer 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

	explainer video (= product) and a corresponding exposé (= written assignment) make up the examination credits (Prüfungsleistung).
Bemerkung	Registration – StudIP 01.03 - 31.03.2022 / Size restriction – 30 / Prerequisites – DidF / Further Information – alexander.woltin@engsem.uni-hannover.de
Literatur	See course page on StudIP.

DidPA: Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 30
Becker-Rolfs, Carolin

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 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 01.03. - 31.03.2022 / Size restriction – 30 / 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.

DidPA

DidPA: Diversity in the Classroom - Dealing with Differences. (Zusatzveranstaltung im Block)

Seminar, Max. Teilnehmer: 12
Traumann, Sven

Mi wöchentl. 16:00 - 19:00 06.07.2022 - 06.07.2022 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.

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|-------------|--|
| Seminar I | Becker-Rolfs
Thema: Feedback
Zeit: Do., 28.04.22, 15:00-18:00 Uhr |
| Seminar II | Blanckertz
Thema: LRS / Dyslexia im EU
Zeit: Fr., 06.05., 15-18 Uhr |
| Seminar III | Traumann
Thema: Diversity in the Classroom - Dealing with Differences
Zeit: Mi., 06.07., 16-19 Uhr |

Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA /
Further Information – sven.traumann@engsem.uni-hannover.de

DidPA: - Feedback - Zusatzveranstaltung im Block

Seminar, Max. Teilnehmer: 12
Becker-Rolfs, Carolin

Mi wöchentl. 15:00 - 18:00 27.04.2022 - 27.04.2022 1502 - 703

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.

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- c.) Wiederholung verbindlicher Formalia des Fachpraktikumsberichts einschließlich kollegialer Beratung / Feedback

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Thema: Diversity in the Classroom - Dealing with Differences
Zeit: Mi., 06.07., 16-19 Uhr |

Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA /
Further Information – carolin.becker-rolfs@engsem.uni-hannover.de

DidPA: LRS / Dyslexia im EU - Zusatzveranstaltung im Block

Seminar, Max. Teilnehmer: 12
Blanckertz, Janka

Fr wöchentl. 15:00 - 18:00 06.05.2022 - 06.05.2022 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 Blockveranstaltung 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.

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Thema: Feedback

Zeit: Do., 28.04.22, 15:00-18:00 Uhr

Seminar II Blanckertz

Thema: LRS / Dyslexia im EU

Zeit: Fr., 06.05., 15-18 Uhr

Seminar III Traumann

Thema: Diversity in the Classroom - Dealing with Differences

Zeit: Mi., 06.07., 16-19 Uhr

Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA /
Further Information – janka.blanckertz@engsem.uni-hannover.de

DidPA: Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
Blanckertz, Janka

Do wöchentl. 16:00 - 18:00 14.04.2022 - 21.07.2022 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 01.03. - 31.03.2022 / 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.

Masterstudiengang Advanced Anglophone Studies

Kolloquium

Theory and Method (AAS1)

AmerA, AAS1/2/3, AS: Colonizing America

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

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 609

Kommentar This course explores the colonization of what became the United States of America through historical documents and more recent critical work. We will discuss the historical events and conceptual impact of the colonization of early America and the United States through our synthesis of theoretical ideas and contemporary writing. The primary texts that we consider throughout this course include, for instance, the writings of explorers like John Smith and Meriweather Lewis, court proceedings from the Salem Witch Trials, and passages from poets and authors like Phyllis Wheatley, Harriot Jacobs, and Harriet Beecher Stowe. These primary texts will then be paired with more recently written critiques of American colonization by theorists from Black and Critical Indigenous Studies, including Katherine McKittrick, Hortense Spillers, Lisa Brooks, and Nick Estes. We will focus in particular on the role that bodies of water like the Atlantic Ocean and the Ohio and Missouri Rivers shaped and were shaped by the colonial hierarchies that have created the United States as we know it today.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.-

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS1/3: Formations of the Self in Autofiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Youssef, Lujain

Fr wöchentl. 10:00 - 12:00 15.04.2022 - 22.07.2022 1502 - 609

Kommentar Serge Doubrovsky writes, “As soon as I write myself, I invent myself.” Doubrovsky coined the term ‘autofiction’ that foregrounds notions of self-discovery, individuality and subjectivity. However, many autofictional characteristics have already existed in the Anglophone world before the term had gained popularity. Currently, exploring and working on autofiction has become a vital area of research engaging with questions about identity, selfhood, and truth. Focusing on autobiographical theory in this class, we will deal with questions like: what is autofiction? How does it deal with identity and forms of representation? How does this genre affect our understanding of self-formation in literature? And how does it deal with concepts like falsehood, authenticity, and truth in narrating the self?

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – lujain.youssef@engsem.-

Literatur Will be made available on StudIP.

AmerA, AAS1, AS: Theorizing Mass Culture, Popular Culture, Media Culture

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

Mo wöchentl. 16:00 - 18:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar In this theory-centric seminar, we will engage with a number of different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary popular entertainment and media culture. Text to be discussed include early works from the tradition of German critical theory (such as Walter Benjamin's famous essay on "The Work of Art in the Age of its Technological Reproducibility" and Theodor W. Adorno's essays on the "Culture Industry"), Marshall McLuhan's writings on media as "extensions" human bodily capacity, cultural studies approaches to the agency of media audiences and the logics of "participatory culture," system-theoretical approaches to the mass media as well as research on popular serial forms and the specific logics of digital-era entertainments. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of popular entertainments in the mundane routines of life under capitalism, audiences' ability to critically engage with and appropriate media contents for their own purposes, and the media's contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory, but should be prepared to engage with theoretical, philosophical, and often difficult texts on the subject matter.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – felix.brinker@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 12.04.2022 - 19.07.2022 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 Registration – Stud.IP 01.-31.03.2022 / 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" (2022), 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. (2017).

Brontë, Charlotte. *Jane Eyre* (preferred edition: Norton 2001 or 2016, also feasible: Oxford World's Classics or 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 in a reader from Copyshop Stork (Körnerstraße) and on Stud.IP. The "Guidelines" are on the website of the English Department, on Stud.IP and for sale in the copyshop.

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

Reader – Copyshop Stork (Körnerstraße) from 11.04.2022 and Stud.IP

Epochs and Phenomena in Anglophone Literatures and Cultures (AAS2)

AmerA, AAS1/2/3, AS: Colonizing America

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

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 609

Kommentar This course explores the colonization of what became the United States of America through historical documents and more recent critical work. We will discuss the historical events and conceptual impact of the colonization of early America and the United States through our synthesis of theoretical ideas and contemporary writing. The primary texts that we consider throughout this course include, for instance, the writings of explorers like John Smith and Meriweather Lewis, court proceedings from the Salem Witch Trials, and passages from poets and authors like Phyllis Wheatley, Harriot Jacobs, and Harriet Beecher Stowe. These primary texts will then be paired with more recently written critiques of American colonization by theorists from Black and Critical Indigenous Studies, including Katherine McKittrick, Hortense Spillers, Lisa Brooks, and Nick Estes. We will focus in particular on the role that bodies of water like the Atlantic Ocean and the Ohio and Missouri Rivers shaped and were shaped by the colonial hierarchies that have created the United States as we know it today.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.-

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS2/3/4, AS: Periodical Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix| Mayer, Ruth

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar In the nineteenth century, periodicals (newspapers, illustrated magazines, penny-papers, academic and specialized journals and much more) boomed in the United States. At around the turn of the century, these media entered into a complicated – both collaborative and competitive – interrelation with the emerging mass media of the twentieth century: cinema, comics, radio. In this class we will pay close attention to how periodical cultures shaped the US-American cultures of entertainment, knowledge and information at large, and how they contributed to the formation of niches, special interest groups, and subcultures in the United States. We will investigate particular periodical formats (the literary magazine, the illustrated women's magazine, the little magazine), but also look at how individual writers and artists responded to the phenomena of the new publishing markets. We will be particularly concerned with text-image relations and the formal effects of serialization or intermediality in this context.

Bemerkung	Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~
Literatur	All texts for this class will be made available on StudIP.

AmerA, AAS2/3, AS: Post-Race Literature

Seminar, SWS: 4, Max. Teilnehmer: 40
Oldehus, Anna-Lena

Fr wöchentl. 12:00 - 16:00 17.06.2022 - 22.07.2022 1502 - 609

Kommentar In this class, we will engage with contemporary fictional texts that cross the border of a nation state and problematize notions of race, nationhood, and ethnic identity. While literary scholar Ramón Saldívar proposes the 21st century to be the age of 'postrace literature,' authors such as Junot Díaz refute the term for fear of cultivating colorblindness. Besides looking at political, social, and economic forces that inform contemporary writing, we will also engage with questions of envisioning authorship and writing in our times. This class is designed to enable students to become aware of the global dimensions of literary texts and to become familiar with critical concepts such as border theory, postcolonial studies, and decolonization.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~

Literatur In this class we will read Daphne Palasi Andreades' debut novel *Brown Girls* (2022). Avoid Amazon and check out your local bookshops or buy your books second-hand on platforms (like blackwells.co.uk, for instance).

AmerA, AAS2, AS: Early American Political Fiction

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

Mi wöchentl. 12:00 - 14:00 13.04.2022 - 20.07.2022 1502 - 609

Kommentar This class will zoom in on the first decades of the United States as a republic and on the fictions that accompanied the young nation's inaugural years. In the 1790s and early 1800s, what we now call 'the novel' was not yet defined as it is today, and political fictions appeared in a variety of forms, like serialized picaresque tales, magazine publications, or plays. The result was a literary public sphere that debated social and political ideals in creative ways, producing critical, humorous, satirical, or utopian fictions. Throughout the semester, we will engage with texts that at a first glance seem strange to contemporary readers, such as H. H. Brackenridge's *Modern Chivalry* (1792-1815, excerpts), or the anonymously published *Equality – A Political Romance* (1802) – texts that need to be understood in their own historical context but also beyond it, as reflections of what was and what should be, or what could have been. Students who take this course do not need extensive prior knowledge about the history of the United States but should be interested in historical subjects.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Literatur All texts for this class will be made available on StudIP.

BritA, AAS2/3/4: Charles Dickens: From Text to Screen

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

Di wöchentl. 12:00 - 14:00 12.04.2022 - 19.07.2022 1502 - 703

- Kommentar** Exploring the enduring appeal of Charles Dickens's writing, this seminar focuses on *Oliver Twist* (1838) and *Great Expectations* (1860/61) and some of their major screen adaptations. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of literary and cultural history acquired in the Survey lecture (BritF2), we will start with a thorough examination of how the canonical novels negotiate the social realities of nineteenth-century England on the level of plot, setting, narration and character. Following an introduction to the key concerns and practices of adaptation studies as well as film analysis, we shall then turn to selected adaptations of *Oliver Twist* (2004, dir.: Tim Greene; 2005, dir.: Roman Polanski) and *Great Expectations* (1946, dir.: David Lean; 1998, dir.: Alfonso Cuarón), investigating their critical potential by locating them in the wider theoretical frameworks of intertextuality and rewriting, postcolonialism and cultural materialism.
- Bemerkung** Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.
- Students who wish to attend this seminar will have to purchase Charles Dickens's *Oliver Twist* and *Great Expectations* in well-annotated editions (e.g. Penguin Classics, Oxford World's Classics). All other material as well as a list of film studies terms will be provided on Stud.IP. Please read at least *Oliver Twist* during term break, i.e. before the course begins.
- Please note that the film screenings will not take place during our regular seminar meetings. There will be at least four extra sessions.

BritA, AAS2/3/5, AS: British and Postcolonial Studies

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

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 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. Practising 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 shall 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.

- Bemerkung Registration – Stud.IP 01.- 31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –jana.gohrisch@engsem.~
- Literatur Please study the "Guidelines and Reading Material British and Postcolonial Studies" (website of the English Department, on Stud.IP and for sale in Copyshop Stork) 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).
- Required Reading and Purchase*
- Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022),www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.
- Andrea Levy. *The Long Song* (2010)

BritA, AAS2/3: Early Modern Drama

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

Mo wöchentl. 10:00 - 12:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar While William Shakespeare's plays are continuously taught and performed, his prominent contemporaries often receive less attention. The aim of this advanced class will be to read not only Shakespeare's plays, but also two other Early Modern plays to investigate constructions of gender and class in famous comedies and tragedies of the time. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret three plays (using the categories of literary analysis from AmerBritF1). We will begin with Christopher Marlowe's tragedy *The Tragical History of the Life and Death of Doctor Faustus* before reading William Shakespeare's *Twelfth Night*. Lastly, we will discuss Ben Jonson's comedy *The Alchemist* .

Bemerkung Registration Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –janna-lena.neumann@engsem.~

Literatur *Required Reading and Purchase*

Christopher Marlowe. *The Tragical History of the Life and Death of Doctor Faustus*. (e.g. Oxford World's Classics or Norton edition)

William Shakespeare. *Twelfth Night*. (Ideally Arden edition)

Ben Jonson. *The Alchemist*. (e.g. Penguin or Oxford World's Classics edition)

Students are strongly advised to read *Doctor Faustus* **before** the course begins.

BritA, AAS2/4: Sherlock Holmes - A Study in Adaptation

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 103

Kommentar Sherlock Holmes ranks amongst the most frequently adapted literary characters of all time, boasts one of oldest fandoms, and has long been considered the key figure and starting point of 'classic detective fiction'. But wherein lies the continued fascination with the world of Sherlock Holmes and how has it changed over time?

The canon of Arthur Conan Doyle's work and its countless, varied adaptations, parodies, and pastiches form a complex network of intertextual ties, which will be the object of this seminar.

We will begin with Arthur Conan Doyle's *A Study in Scarlet* (1887) and selected short stories, considering their historical context, and examining character design, genre conventions as well as imperial implications.

Applying methods of adaptation studies beyond prescriptive 'fidelity-criticism', we will then examine page to screen adaptations from the Granada series (1984-1994) to BBC's *Sherlock* (2010-2017), Neil Gaiman's genre-straddling short story "A Study in Emerald" (2003), and postcolonial rewriting in the form of a translation of the Bengali short story "The Will that Vanished" (1961/88) by Saradindu Bandyopadhyay.

Continuing to explore how Conan Doyle's creation has been adapted and appropriated for different audiences, we will turn to *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), the neo-Victorian YA-novel and its subsequent Netflix adaptation (2020). To close the seminar, we will discuss the role of fandom in both Graham Moore's novel *The Sherlockian* (2010) as well as the wider 'Holmesian' or 'Sherlockian' 'metaverse'.

Bemerkung Registration – Stud.IP 01.- 31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please purchase your own copies of the novels Arthur Conan Doyle: *A Study in Scarlet* (1887), Nancy Springer: *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), and Graham Moore: *The Sherlockian* (2010). The short stories and secondary texts will be made available on Stud.IP. Access to filmic adaptations will be clarified on the first day of class.

Be advised, this is a course with a heavy reading load. Please already read Arthur Conan Doyle's *A Study in Scarlet* (1887) during term break i.e. before the course begins !

Concepts of Race, Class, and Gender (AAS3)

AmerA, AAS1/2/3, AS: Colonizing America

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

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 609

Kommentar This course explores the colonization of what became the United States of America through historical documents and more recent critical work. We will discuss the historical events and conceptual impact of the colonization of early America and the United States through our synthesis of theoretical ideas and contemporary writing. The primary texts that we consider throughout this course include, for instance, the writings of explorers like John Smith and Meriweather Lewis, court proceedings from the Salem Witch Trials, and passages from poets and authors like Phyllis Wheatley, Harriot Jacobs, and Harriet Beecher Stowe. These primary texts will then be paired with more recently written critiques of American colonization by theorists from Black and Critical Indigenous Studies, including Katherine McKittrick, Hortense Spillers, Lisa Brooks, and Nick Estes. We will focus in particular on the role that bodies of water like the Atlantic Ocean and the Ohio and Missouri Rivers shaped and were shaped by the colonial hierarchies that have created the United States as we know it today.

Bemerkung Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS1/3: Formations of the Self in Autofiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Youssef, Lujain

Fr wöchentl. 10:00 - 12:00 15.04.2022 - 22.07.2022 1502 - 609

- Kommentar** Serge Doubrovsky writes, "As soon as I write myself, I invent myself." Doubrovsky coined the term 'autofiction' that foregrounds notions of self-discovery, individuality and subjectivity. However, many autofictional characteristics have already existed in the Anglophone world before the term had gained popularity. Currently, exploring and working on autofiction has become a vital area of research engaging with questions about identity, selfhood, and truth. Focusing on autobiographical theory in this class, we will deal with questions like: what is autofiction? How does it deal with identity and forms of representation? How does this genre affect our understanding of self-formation in literature? And how does it deal with concepts like falsehood, authenticity, and truth in narrating the self?
- Bemerkung** Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – lujain.youssef@engsem.~
- Literatur** Will be made available on StudIP.

AmerA, AAS2/3/4, AS: Periodical Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix| Mayer, Ruth

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 609

- Kommentar** In the nineteenth century, periodicals (newspapers, illustrated magazines, penny-papers, academic and specialized journals and much more) boomed in the United States. At around the turn of the century, these media entered into a complicated – both collaborative and competitive – interrelation with the emerging mass media of the twentieth century: cinema, comics, radio. In this class we will pay close attention to how periodical cultures shaped the US-American cultures of entertainment, knowledge and information at large, and how they contributed to the formation of niches, special interest groups, and subcultures in the United States. We will investigate particular periodical formats (the literary magazine, the illustrated women's magazine, the little magazine), but also look at how individual writers and artists responded to the phenomena of the new publishing markets. We will be particularly concerned with text-image relations and the formal effects of serialization or intermediality in this context.
- Bemerkung** Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~
- Literatur** All texts for this class will be made available on StudIP.

AmerA, AAS2/3, AS: Post-Race Literature

Seminar, SWS: 4, Max. Teilnehmer: 40
Oldehus, Anna-Lena

Fr wöchentl. 12:00 - 16:00 17.06.2022 - 22.07.2022 1502 - 609

- Kommentar** In this class, we will engage with contemporary fictional texts that cross the border of a nation state and problematize notions of race, nationhood, and ethnic identity. While literary scholar Ramón Saldívar proposes the 21st century to be the age of 'postrace literature,' authors such as Junot Díaz refute the term for fear of cultivating colorblindness. Besides looking at political, social, and economic forces that inform contemporary writing, we will also engage with questions of envisioning authorship and writing in our times. This class is designed to enable students to become aware of the

	global dimensions of literary texts and to become familiar with critical concepts such as border theory, postcolonial studies, and decolonization.
Bemerkung	Registration – Stud.IP Lehramt 01.03.-15.03.2022; MAAS 17.03.-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – anna-lena.oldehus@engsem.~
Literatur	In this class we will read Daphne Palasi Andreades' debut novel <i>Brown Girls</i> (2022). Avoid Amazon and check out your local bookshops or buy your books second-hand on platforms (like blackwells.co.uk, for instance).

BritA, AAS2/3/4: Charles Dickens: From Text to Screen

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

Di wöchentl. 12:00 - 14:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar Exploring the enduring appeal of Charles Dickens's writing, this seminar focuses on *Oliver Twist* (1838) and *Great Expectations* (1860/61) and some of their major screen adaptations. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of literary and cultural history acquired in the Survey lecture (BritF2), we will start with a thorough examination of how the canonical novels negotiate the social realities of nineteenth-century England on the level of plot, setting, narration and character. Following an introduction to the key concerns and practices of adaptation studies as well as film analysis, we shall then turn to selected adaptations of *Oliver Twist* (2004, dir.: Tim Greene; 2005, dir.: Roman Polanski) and *Great Expectations* (1946, dir.: David Lean; 1998, dir.: Alfonso Cuarón), investigating their critical potential by locating them in the wider theoretical frameworks of intertextuality and rewriting, postcolonialism and cultural materialism.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase Charles Dickens's *Oliver Twist* and *Great Expectations* in well-annotated editions (e.g. Penguin Classics, Oxford World's Classics). All other material as well as a list of film studies terms will be provided on Stud.IP. Please read at least *Oliver Twist* during term break, i.e. before the course begins.

Please note that the film screenings will not take place during our regular seminar meetings. There will be at least four extra sessions.

BritA, AAS2/3/5, AS: British and Postcolonial Studies

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

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 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. Practising 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 shall 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.

Bemerkung	Registration – Stud.IP 01.- 31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –jana.gohrisch@engsem.-
Literatur	Please study the "Guidelines and Reading Material British and Postcolonial Studies" (website of the English Department, on Stud.IP and for sale in Copyshop Stork) 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).
	<i>Required Reading and Purchase</i>
	Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022),www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.
	Andrea Levy. <i>The Long Song</i> (2010)

BritA, AAS2/3: Early Modern Drama

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

Mo wöchentl. 10:00 - 12:00 11.04.2022 - 18.07.2022 1502 - 703

Kommentar While William Shakespeare's plays are continuously taught and performed, his prominent contemporaries often receive less attention. The aim of this advanced class will be to read not only Shakespeare's plays, but also two other Early Modern plays to investigate constructions of gender and class in famous comedies and tragedies of the time. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret three plays (using the categories of literary analysis from AmerBritF1). We will begin with Christopher Marlowe's tragedy *The Tragical History of the Life and Death of Doctor Faustus* before reading William Shakespeare's *Twelfth Night*. Lastly, we will discuss Ben Jonson's comedy *The Alchemist* .

Bemerkung	Registration Stud.IP 01.-31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –janna-lena.neumann@engsem.-
Literatur	<i>Required Reading and Purchase</i>
	Christopher Marlowe. <i>The Tragical History of the Life and Death of Doctor Faustus</i> . (e.g. Oxford World's Classics or Norton edition)
	William Shakespeare. <i>Twelfth Night</i> . (Ideally Arden edition)
	Ben Jonson. <i>The Alchemist</i> . (e.g. Penguin or Oxford World's Classics edition)
	Students are strongly advised to read <i>Doctor Faustus</i> before the course begins.

BritA, AAS3/5, AS: Contemporary Indian Fiction

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

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar This seminar invites students to make their beginnings in postcolonial theory by investigating recent Indian fiction. Following the discussion of excerpts from Shashi Tharoor's non-fictional text *Inglorious Empire: What the British Did to India* (2018), we shall familiarise ourselves with the key concerns and practices of postcolonial studies before applying its central concepts to a selection of Indian-authored texts. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1), we will read short stories by Salman Rushdie (*East, West*, 1994) and Jhumpa Lahiri (*Interpreter of Maladies*, 1999), among others, through the postcolonial lens. Our focus will be on Madhuri Vijay's prize-winning novel *The Far Field* (2019) and its means of representing India's colonial history, the postcolonial nation, diaspora, class and gender. By the end of the seminar, you will have encountered many new concepts which help you develop your independent reading of other prose narratives by contemporary Indian writers.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase John McLeod's *Beginning Postcolonialism* (2nd edition, Manchester UP, 2010), and Madhuri Vijay's *The Far Field* (any edition). All other material will be provided on Stud.IP. Please read McLeod's textbook and Madhuri's novel during term break, i.e. before the course begins.

Media, Cultural Communication and Popular Culture (AAS4)**AmerA, AAS2/3/4, AS: Periodical Cultures**

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix | Mayer, Ruth

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 609

Kommentar In the nineteenth century, periodicals (newspapers, illustrated magazines, penny-papers, academic and specialized journals and much more) boomed in the United States. At around the turn of the century, these media entered into a complicated – both collaborative and competitive – interrelation with the emerging mass media of the twentieth century: cinema, comics, radio. In this class we will pay close attention to how periodical cultures shaped the US-American cultures of entertainment, knowledge and information at large, and how they contributed to the formation of niches, special interest groups, and subcultures in the United States. We will investigate particular periodical formats (the literary magazine, the illustrated women's magazine, the little magazine), but also look at how individual writers and artists responded to the phenomena of the new publishing markets. We will be particularly concerned with text-image relations and the formal effects of serialization or intermediality in this context.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~

Literatur All texts for this class will be made available on StudIP.

AmerA, AAS4: Film Remakes and Franchises

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 609

Kommentar In this course, we will study Hollywood's long history of repeating, continuing, and revising familiar material and critically engage with theoretical approaches to the film remake, sequel, franchise, and reboot. We will trace how the industrial and cultural patterns of Hollywood's remaking have changed over time and discuss the economic, political, and cultural implications of film remakes and franchises, from *Stella Dallas* to *Star Wars* and *Jurassic World*. Students will be able to follow their own research interests and contribute to work that is being done in the field of remake studies: they can choose a film remake, sequel, or reboot they want to investigate, applying the tools and knowledge this course provides.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / 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, AAS4: Television, Genre, Seriality: The O.C.

Seminar, SWS: 2, Max. Teilnehmer: 40
Groß, Florian

Do wöchentl. 14:00 - 16:00 14.04.2022 - 21.07.2022 1502 - 615

Kommentar Through a semester-long case study of the classic teen drama *The O.C.* (Fox, 2003-2007), this class will provide an in-depth introduction to the academic study of television and television series. After a brief look at US television's history and the history of theoretical approaches to studying television, we will engage with the history of teen-oriented texts in film and on TV. In the context of our analysis of the series, we will apply critical formal concepts and categories (e.g. narrative, visual style, editing, genre, seriality) to various episodes and seasons of *The O.C.* Finally, the case study will serve to exemplify readings of television series along the lines of gender, class, and ethnicity, as well as modern consumer capitalism, cool youth culture, and media convergence.

Bemerkung Registration – Stud.IP FÜBA, M.Ed etc. 01.03.-15.03.2022; MAAS 17.03-31.03.2022 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – florian.gross@engsem.~

Literatur Will be made available on StudIP.

BritA, AAS2/3/4: Charles Dickens: From Text to Screen

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

Di wöchentl. 12:00 - 14:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar Exploring the enduring appeal of Charles Dickens's writing, this seminar focuses on *Oliver Twist* (1838) and *Great Expectations* (1860/61) and some of their major screen adaptations. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of literary and cultural history acquired in the Survey lecture (BritF2), we will start with a thorough examination of how the canonical novels negotiate the social realities of nineteenth-century England on the level of plot, setting, narration and character. Following an introduction to the key concerns and practices of adaptation studies as well as film analysis, we shall then turn to selected adaptations of *Oliver Twist* (2004, dir.: Tim Greene; 2005, dir.: Roman Polanski) and *Great Expectations* (1946, dir.: David Lean; 1998, dir.: Alfonso Cuarón), investigating their critical potential by locating them in the wider theoretical frameworks of intertextuality and rewriting, postcolonialism and cultural materialism.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase Charles Dickens's *Oliver Twist* and *Great Expectations* in well-annotated editions (e.g. Penguin Classics, Oxford World's Classics). All other material as well as a list of film studies terms will be provided on Stud.IP. Please read at least *Oliver Twist* during term break, i.e. before the course begins.

Please note that the film screenings will not take place during our regular seminar meetings. There will be at least four extra sessions.

BritA, AAS2/4: Sherlock Holmes - A Study in Adaptation

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

Mo wöchentl. 14:00 - 16:00 11.04.2022 - 18.07.2022 1502 - 103

Kommentar

Sherlock Holmes ranks amongst the most frequently adapted literary characters of all time, boasts one of oldest fandoms, and has long been considered the key figure and starting point of 'classic detective fiction'. But wherein lies the continued fascination with the world of Sherlock Holmes and how has it changed over time?

The canon of Arthur Conan Doyle's work and its countless, varied adaptations, parodies, and pastiches form a complex network of intertextual ties, which will be the object of this seminar.

We will begin with Arthur Conan Doyle's *A Study in Scarlet* (1887) and selected short stories, considering their historical context, and examining character design, genre conventions as well as imperial implications.

Applying methods of adaptation studies beyond prescriptive 'fidelity-criticism', we will then examine page to screen adaptations from the Granada series (1984-1994) to BBC's *Sherlock* (2010-2017), Neil Gaiman's genre-straddling short story "A Study in Emerald" (2003), and postcolonial rewriting in the form of a translation of the Bengali short story "The Will that Vanished" (1961/88) by Saradindu Bandyopadhyay.

Continuing to explore how Conan Doyle's creation has been adapted and appropriated for different audiences, we will turn to *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), the neo-Victorian YA-novel and its subsequent Netflix adaptation (2020). To close the seminar, we will discuss the role of fandom in both Graham Moore's novel *The Sherlockian* (2010) as well as the wider 'Holmesian' or 'Sherlockian' 'metaverse'.

Bemerkung

Registration – Stud.IP 01.- 31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please purchase your own copies of the novels Arthur Conan Doyle: *A Study in Scarlet* (1887), Nancy Springer: *Enola Holmes Mystery #1: The Case of the Missing Marquess* (2006), and Graham Moore: *The Sherlockian* (2010). The short stories and secondary texts will be made available on Stud.IP. Access to filmic adaptations will be clarified on the first day of class.

Be advised, this is a course with a heavy reading load. Please already read Arthur Conan Doyle's *A Study in Scarlet* (1887) during term break i.e. before the course begins !

New English Literatures and Cultures (AAS5)

BritA, AAS2/3/5, AS: British and Postcolonial Studies

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

Di wöchentl. 16:00 - 18:00 12.04.2022 - 19.07.2022 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. Practising 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 shall 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.

Bemerkung Registration – Stud.IP 01.- 31.03.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –jana.gohrisch@engsem.~

Literatur Please study the "Guidelines and Reading Material British and Postcolonial Studies" (website of the English Department, on Stud.IP and for sale in Copyshop Stork) 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).

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022), www.engsem.uni-hannover.de/de/seminar/lehrggebiete/british-and-postcolonial-studies/.

Andrea Levy. *The Long Song* (2010)

BritA, AAS3/5, AS: Contemporary Indian Fiction

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

Di wöchentl. 10:00 - 12:00 12.04.2022 - 19.07.2022 1502 - 703

Kommentar This seminar invites students to make their beginnings in postcolonial theory by investigating recent Indian fiction. Following the discussion of excerpts from Shashi Tharoor's non-fictional text *Inglorious Empire: What the British Did to India* (2018), we shall familiarise ourselves with the key concerns and practices of postcolonial studies before applying its central concepts to a selection of Indian-authored texts. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1), we will read short stories by Salman Rushdie (*East, West*, 1994) and Jhumpa Lahiri (*Interpreter*

of *Maladies*, 1999), among others, through the postcolonial lens. Our focus will be on Madhuri Vijay's prize-winning novel *The Far Field* (2019) and its means of representing India's colonial history, the postcolonial nation, diaspora, class and gender. By the end of the seminar, you will have encountered many new concepts which help you develop your independent reading of other prose narratives by contemporary Indian writers.

Bemerkung Registration – Stud.IP 01.-31.03.2022 / 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" (2022), www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Students who wish to attend this seminar will have to purchase John McLeod's *Beginning Postcolonialism* (2nd edition, Manchester UP, 2010), and Madhuri Vijay's *The Far Field* (any edition). All other material will be provided on Stud.IP. Please read McLeod's textbook and Madhuri's novel during term break, i.e. before the course begins.

Independent Studies (AAS6)

AAS6: Independent Studies: WortLaut Festival

Seminar, SWS: 2, Max. Teilnehmer: 20
Oldehus, Anna-Lena

Mi wöchentl. 14:00 - 16:00 13.04.2022 - 20.07.2022 1502 - 613

Kommentar In this class we will design and organize an event that will take place in the course of the local literary festival WortLaut. The festival will take place in October 2022 and we will use the summer term to conceptualize, organize, and realize a format that deals with language, expression, creativity, reading, and translation. Please follow this link to check out the festival's website: <https://www.wortlaut-hannover.com/>.

Bemerkung Registration – Stud.IP / Prerequisites – none / Further information – anna-lena.oldehus@engsem.~

AAS6: Independent Studies: Writing Autofiction

Seminar, SWS: 2, Max. Teilnehmer: 25
Youssef, Lujain

Mi wöchentl. 10:00 - 12:00 13.04.2022 - 19.07.2022 1502 - 613

Kommentar Autofiction brings together two modes of writing that seem to be contradictory: autobiography and fiction. Writers of autofiction could merge elements and characters from reality with fictional or imagined ones. Thus, they produce a text that presents the actual as well as the potential. In this class, we will look at autofiction from the perspective of writers and the process of writing autofiction (protagonist, central topic/plot, characters, reality, imagination...). Drawing on real-life for inspiration combined with fiction, the aim of this project-oriented class is for students to create their own autofictional texts.

Literatur Registration – Stud.IP / Prerequisites – none / Further information – lujain.youssef@engsem.~

AAS6: The Booker Prize: Reading New Literary Publications

Seminar, SWS: 2
Neumann, Janna-Lena

Mo wöchentl. 12:00 - 14:00 11.04.2022 - 18.07.2022 1502 - 709

Kommentar This project-based seminar encourages students of Advanced Anglophone Studies to acquire organisation and presentation skills in an academic context. We shall read and discuss four of the altogether six novels from the shortlist of *the Booker Prize 2021*. Building on scholarly investigations of literary prizes, students will analyse one of the four novels in small groups. For the non-graded course work, each group will create a booklet including a short biography of the author and a literary review of the novel as well as study questions for our seminar discussions. The graded course work consists in moderating the session on your novel. The course syllabus will be the result of a democratic process.

Please familiarise yourself with the official website of the Booker Prize (<https://thebookerprizes.com/>) and read the "Guidelines and Reading Material British and Postcolonial Studies" (2022, www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/).

Bemerkung *Registration* – Stud.IP 01.-31.03.2022 / *Further Information* –janna-lena.neumann@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 13.04.2022 - 20.07.2022 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 20.04.2022 - 20.07.2022 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 13.04.2022 - 20.07.2022 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 20.04.2022 - 20.07.2022 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".