

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

Exam Colloquium

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

Mo wöchentl. 18:00 - 20:00 10.10.2022 - 23.01.2023 1502 - 609

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

Bemerkung Further information – ruth.mayer@engsem.~
Registration – Stud.IP FüBA, M.Ed etc. 1.09-15.09.2020; MAAS 17.-30.09.2020 /
Prerequisites – BA: none, MA: none / Further information – ruth.mayer@engsem.~

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

Foundations Linguistics (LingF1/LingF2)

LingF1

Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 40
Jalanesh, Aida

Do wöchentl. 14:00 - 16:00 20.10.2022 - 26.01.2023 1502 - 609

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

Bemerkung Registration – Stud.IP 01.09. - 15.10.22 / *Prerequisites* – none / *Further Information* – aida.jalanesh@engsem.~

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

Introduction to Linguistics I

Vorlesung, SWS: 2
Jalanesh, Aida

Do wöchentl. 12:00 - 14:00 20.10.2022 - 26.01.2023 1502 - 003

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

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Bemerkung Registration – Stud.IP 01.09. - 15.10.22 / *Prerequisites* – none / *Further Information* – aida.jalanesh@engsem.~

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

Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 40
Troitzschel, Yasmin

Mi wöchentl. 16:00 - 18:00 19.10.2022 - 25.01.2023 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 01.09. - 15.10.22 / *Prerequisites* – none / *Further Information* – aida.jalanesh@engsem.~

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

LingF2

Introduction to Linguistics II

Vorlesung, SWS: 2, Max. Teilnehmer: 20
Troitzschel, Yasmin

Mi wöchentl. 12:00 - 14:00 19.10.2022 - 25.01.2023 1502 - 709

Kommentar The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it fulfils. This course is a sequel to Introduction to Linguistics I and will cover areas such as semantics and pragmatics, sociolinguistics, varieties of English, and historical linguistics.

Bemerkung Registration – Stud.IP 01.09. - 30.09.2022 / *Prerequisites* – LingF1 / *Further Information* – yasmin.troitzschel@engsem.~

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

Intermediate Linguistics (LingF3/LingF4)

LingF3

Phonetics & Phonology for Bachelor Students

Vorlesung, SWS: 2
Altendorf, Ulrike

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 003

Kommentar This course will introduce students to segmental and supra-segmental features of the major reference accents of English, Received Pronunciation (RP) and General American (GA). The theoretical angle will be contrastive and variationist preparing students for both branches of their future studies.

From a contrastive point of view, we will be focusing on differences between RP and General American on the one hand and High German on the other hand. From a variationist point of view, we will be studying current and recent trends in standard accents and major regional varieties.

Students will also develop skills in perceiving, articulating and transcribing vowels, diphthongs and consonants using IPA symbols.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2022 / *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

English Dialectology

Seminar, SWS: 2
Altendorf, Ulrike

Do wöchentl. 12:00 - 14:00 13.10.2022 - 26.01.2023 1502 - 703

Kommentar This course will give an overview over socio-regional variation in England with a focus on London and the South East (Cockney, MLE), the South West, East Anglia and the North of England.

We will also explore recent and current studies in English Dialectology studying basic theoretical concepts and variationist research methods.

Bemerkung *Registration* – StudIP 01.09. - 30.09.22 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

Increasing teaching proficiency via researching learner language

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

Block 09:00 - 16:30 04.10.2022 - 06.10.2022 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.~

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

LingF1

Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 40
Jalanesh, Aida

Do wöchentl. 14:00 - 16:00 20.10.2022 - 26.01.2023 1502 - 609

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

Bemerkung Registration – Stud.IP 01.09. - 15.10.22 / *Prerequisites* – none / *Further Information* – aida.jalanesh@engsem.~

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

Introduction to Linguistics I

Vorlesung, SWS: 2
Jalanesh, Aida

Do wöchentl. 12:00 - 14:00 20.10.2022 - 26.01.2023 1502 - 003

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Bemerkung Registration – Stud.IP 01.09. - 15.10.22 / *Prerequisites* – none / *Further Information* – aida.jalanesh@engsem.~

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

Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 40
Troitzschel, Yasmin

Mi wöchentl. 16:00 - 18:00 19.10.2022 - 25.01.2023 1502 - 703

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Bemerkung Registration – Stud.IP 01.09. - 15.10.22 / *Prerequisites* – none / *Further Information* – aida.jalanesh@engsem.~

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

LingF2

Introduction to Linguistics II

Vorlesung, SWS: 2, Max. Teilnehmer: 20
Troitzschel, Yasmin

Mi wöchentl. 12:00 - 14:00 19.10.2022 - 25.01.2023 1502 - 709

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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 01.09. - 30.09.2022 / Prerequisites – LingF1 / Further Information –yasmin.troitzschel@engsem.~

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

LingF4

English Dialectology

Seminar, SWS: 2
Altendorf, Ulrike

Do wöchentl. 12:00 - 14:00 13.10.2022 - 26.01.2023 1502 - 703

Kommentar This course will give an overview over socio-regional variation in England with a focus on London and the South East (Cockney, MLE), the South West, East Anglia and the North of England.

Bemerkung We will also explore recent and current studies in English Dialectology studying basic theoretical concepts and variationist research methods. *Registration* – StudIP 01.09. - 30.09.22 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

Increasing teaching proficiency via researching learner language

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

Block 09:00 - 16:30 04.10.2022 - 06.10.2022 1502 - 703

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Bemerkung 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.

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

Advanced Linguistics (LingA1/LingA2)

LingA1

Learner Corpus Research

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

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 703

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

Bemerkung Registration – StudIP 01.09. - 30.09.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

Linguistic Landscape(s)

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

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

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

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

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

Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

Size restriction – 25

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

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

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

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

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

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

Politeness in English

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

Kommentar We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans 'encode' states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments.

This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest.

The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources.

We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms 'polite' or 'impolite' to linguistic phenomena.

We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony ('mock politeness') and banter ('mock impoliteness').

Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

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

Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.

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LingA2

Learner Corpus Research

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

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 703

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Bemerkung *Registration* – StudIP 01.09. - 30.09.2022 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

Linguistic Landscape(s)

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

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Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

Size restriction – 25

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

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Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

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Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

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

Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.

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

Foundations Literature and Culture (AmerBritF1)

AmerBritF1

Introduction to Literary Studies

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

Mo wöchentl. 14:00 - 16:00 17.10.2022 - 23.01.2023 1502 - 609

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 (including poetry, comics, and film) and periods (from the nineteenth to the twenty-first century).

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP 1.9.-16.10.2022 / *Prerequisites* – none / *Further Information* – ilka.brasch@engsem.~

Maximale Teilnehmer*innenzahl: 40

Literatur The theoretical texts and primary material for this class will be made available on Stud.IP since we do not operate with a dedicated textbook.

Introduction to Literary Studies

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

Mi wöchentl. 10:00 - 12:00 19.10.2022 - 25.01.2023 1502 - 609

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Bemerkung *Registration* – Stud.IP 1.9.-16.10.2022 / *Prerequisites* – none / *Further Information* – anna-lena.oldehus@engsem.~

Maximale Teilnehmer*innenzahl: 40

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.

Introduction to Literary Studies

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

Mo wöchentl. 10:00 - 12:00 17.10.2022 - 23.01.2023 1502 - 703

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

Bemerkung Registration Stud.IP 01.09.-10.10.22 / Size restriction – 40 / Prerequisites – none / Further Information – janna-lena.neumann@engsem.uni-hannover.de

Literatur Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2004

Reader - copy shop Stork (Körnerstraße) and Stud.IP from 11.10.2022

Introduction to Literary Studies

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

Mi wöchentl. 08:00 - 10:00 19.10.2022 - 25.01.2023 1502 - 703

Kommentar This course is a general introduction to Literary Studies and aims at familiarising students with the fundamentals necessary for the study of literatures in English.

The course will acquaint students with different theoretical approaches to literature as well as important critical concepts, tools and methods in order to further their skills in

description, analysis and interpretation. For illustration and practice, we will draw on representative, mainly British texts from a variety of genres and periods.

We will concentrate on codes and conventions, which means paying special attention to the aesthetic shape of the literary texts.

Bemerkung Registration – Stud.IP 01.09.2022-10.10.2022 / Prerequisites – none / Further Information – jana.gohrisch@engsem.~

Literatur Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

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

All other materials will be provided in a reader available from Copyshop Stork (Körnerstraße) and on Stud.IP.

Reader – Copyshop Stork (Körnerstraße) from 10 October 2022 and Stud.IP

Intermediate American Literature and Culture (AmerF2/AmerF3)

AmerF2

Survey of North American Literature and Culture

Vorlesung, SWS: 2
Mayer, Ruth

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 1502 - 103

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

Bemerkung *Registration* – Stud.IP 1.9.-16.10.2022 / *Prerequisites* – none / *Further Information* – ruth.mayer@engsem.~

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

AmerF3

Beginning Film Analysis: Horror Movies

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

Mo wöchentl. 16:00 - 18:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar This seminar offers an introduction to the basics of film analysis and interpretation, using US-American horror films from the last four decades as examples. The seminar addresses fundamental elements of film language, basics of film narratology, the role of special effects, as well as the narrative appeals, visceral spectacles, and ideological messages of the horror genre. To engage with these issues, the seminar considers both modern classics, such as Ridley Scott's *Alien* (1979), John Carpenter's *The Thing* (1982), or Bernard Rose's *Candyman* (1992) as well as more recent films such as

Gore Verbinski's *The Ring* (2002), Karyn Kusama's *The Invitation* (2015), and Jordan Peele's *Get Out* (2017) (the final selection of films will be announced at the start of the semester).

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death; graphic violence). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP 01.09. – 30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~

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

Realism, Modernism, and Visuality

Seminar, SWS: 2, Max. Teilnehmer: 30
Czelustek, Sabrina

Di wöchentl. 14:00 - 16:00 11.10.2022 - 24.01.2023 1502 - 609

Kommentar The second half of the nineteenth and the first decades of the twentieth century cover the period of what literary history refers to as Realism and Modernism. Historically speaking, it was a time of upheaval on both sides of the Atlantic. Numerous technological inventions plus a series of sociocultural and scientific developments mark this period. Photography and film, alongside numerous other media of visual representation, impacted on the ways in which reality was now thought and experienced. This brought about a new obsession with visuality and the emergence of visual modes of narration and visual narratives such as *trompe l'oeil*, illustrated magazines, or comics. This course will investigate the specific relation of Realism/Modernism and the visual. Focusing on the United States and occasionally addressing Europe, we will consider the technological and material conditions as well as the social, cultural, and historical context to understand how and why the visual became such a central mode of perception during this time. In addition, we will engage with a wide range of contemporary texts, taking into consideration how images entered into written narratives, how text/image relations were established and used, and how the new interest in visuality transformed the very idea of narrative at large.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP 01.09. – 30.09.22 / *Prerequisites* – AmerBritF1 / Further Information – sabrina.czelustek@engsem.~

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

True Womanhood? Nineteenth-Century Idea(l)s of Femininity

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

Mo wöchentl. 10:00 - 12:00 10.10.2022 - 23.01.2023 1502 - 609

Kommentar In this course we will investigate the conceptualizations of gender in the United States of the early to mid-nineteenth century. We will start by discussing exemplary texts charting the so-called 'cult of domesticity' and the model figure of the true woman. In doing so, we will also investigate the limits of the gender ideology of the time. 'True women' could be all sorts of things, and the idea allowed for considerable agency. The ideology applied to white middle-class women, but it affected women of color, immigrant women and working-class women likewise. We shall also see that there was no sharp divide between the 'true' and the 'new' woman, and that the transition between the models of womanhood was fleeting. We will be concerned with literary texts, political manifestos, guidebooks and manuals, essays and speeches, and thus engage with a broad range of different texts sorts and genres.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP 01.09. – 30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture / Further information – ruth.mayer@engsem.~

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

Intermediate British Literature and Culture (BritF2/BritF3)

BritF2

BritF3

Practising Literary Criticism: British Literatures and Cultures

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

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar The seminar accompanies but does not substitute the BritF2 Survey. Participation in the weekly (online) lecture is mandatory 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 special focus will be on William Shakespeare's *As You Like It* and Mary Shelley's *Frankenstein*. Further texts discussed in class will include Shakespearean sonnets, excerpts from narrative and dramatic texts (Jane Austen's *Pride and Prejudice* as well as Oscar Wilde's *The Importance of Being Earnest*), poems by John Agard and Grace Nichols as well as paintings by J.M.W. Turner. We shall investigate how these 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 encyclopaedias, dictionaries and scholarly texts.

Bemerkung Registration – Stud.IP 01.09.-30.09.2022 / Prerequisites – AmerBritF1; recommended: BritF2 / Further Information –hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022).

The "Guidelines" are for sale in Copyshop Stork, on Stud.IP or accessible here: www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please get hold of Shakespeare's *As You Like It* in the Arden edition (ed. Juliet Dusinberre, 2006) and Shelley's *Frankenstein* in a well-annotated edition (Oxford World's Classics or Penguin Classics) and read at least Shakespeare's play prior to class. All other primary and secondary material will be provided in a reader available for purchase from Copyshop Stork and on Stud.IP at the beginning of the term.

Reader – Copyshop Stork (Körnerstraße 3) from 10.10.2022 and Stud.IP

Advanced Literature and Culture (AmerA/BritA)

AmerA

After the Cold War: Post-Socialist Immigration Literature

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

Di wöchentl. 12:00 - 14:00 25.10.2022 - 23.01.2023 1502 - 609

Kommentar The war in Ukraine has cast a spotlight on the post-Soviet world with its rich and variegated literary cultures. Immigrant authors stemming from the countries of the former Eastern bloc have left their mark on contemporary US-American literature, too, gesturing back to the rich legacy of Jewish-American immigrant writing from the beginning of the century, while also disclosing a variety of other themes and concerns. Authors whose families came from Russia, Ukraine, Poland, former Yugoslavia and many other countries insist on their specific religious, linguistic, and cultural backgrounds, but in the public perception they often tend to be lumped together. While the texts of writers such as Gary Shteyngart, Anya Ulinich, Irina Reyn or Elena Akhtiorskaya often draw explicitly on the writings of their famous predecessors (Abraham Cahan, Mary Antin, Anzia Yeznierska, Henry Roth and many more), they also play around with this legacy and thus go far beyond it. In this class, we will start by briefly discussing the literary traditions to then turn to some selected contemporary texts. We will be particularly concerned with how this literature enacts ethnicity, whiteness and differences of class and status.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations

Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

Literatur Please purchase the graphic novel *Lena Finckle's Magic Barrel* by Anya Ulinich. Further reading will be announced on StudIP as the semester approaches.

Celebrities: Stars in US-American Mass Culture, 1900-1930

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

Mo wöchentl. 12:00 - 14:00 24.10.2022 - 24.01.2023 1502 - 609

Kommentar This course will explore the celebrity cults that emerged as an integral part of US-American mass entertainment culture at the beginning of the twentieth century. We will be concerned with a variety of media – theater, film, literature, magazine culture – and investigate the ways in which famous personalities were produced (or ‘made themselves’) in particular media to then cross over into other fields and areas of entertainment culture. To get a more nuanced perspective, we shall approach celebrities in close conjunction with stories of fame and failure, and thus also be concerned with the popular narratives of the day that framed and shaped ideas of success and stardom.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

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

Climate Change Screen Cultures

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

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 1502 - 609

Kommentar In this course, we will research the relatively new phenomenon of “cli-fi.” This term, coined in the early 21st-century, is gaining currency in film, media, and television studies, as well as environmental humanities and literary studies. Riffing on the well-known expression “sci-fi” (short for science fiction), cli-fi refers to a similarly transmedial, transnational category of fiction, film, television, and performance that engage with

the urgent issue of climate change. We will watch and discuss a set of primary texts (films and television series), as well as secondary sources drawn from film, media, and television studies, and from the social sciences and journalism. One of the central aims is to develop a working definition of cli-fi in order to analyze climate change narratives and representations.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

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

Feeling (L)it

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

Fr wöchentl. 12:00 - 16:00 14.10.2022 - 25.11.2022 1502 - 609

Kommentar In this class we will explore the connections, synergies, and limits of affect and literature. To borrow from Alex Houen's *Affect and Literature*: "If affect extends to bodily sensation, then can it be conveyed adequately through language?" Can literature comprise the multidimensional, transtemporal dimensions of affect? How does literature express and represent feelings, sentiments, and experiences? How does literature navigate universal experience and individual positionality? And how can we translate our reading experiences into political responses?

By engaging with foundational texts from the field of phenomenology and affect theory, this class is designed to give an overview of theoretical approaches that are located in what has been termed the 'affective turn'. Further, we will read and discuss contemporary fiction and deal specifically with forms and structures of writing that make us feel (l)it.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – AmerF1, 2, 3 / *Further Information* – anna-lena.oldehus@engsem.~

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

Fixing Problems in the Progressive Era

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

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 609

Kommentar The Progressive Era (1896-1916) is often remembered as a period of profound social thought on the role that state programs can play in the betterment of human society. Authors, philosophers, policymakers, journalists, and educators participated throughout this period in a national and international conversation about the state and other institutions' responsibilities to human individuals and human society, often appealing for the ultimate homogeneity of the human species. Nevertheless, authors argued constantly about *how* institutions could improve the human condition. This course engages these debates by insisting on their ultimate diversity. We will consider texts by Jane Addams, John Dewey, Zitkála-Šá, and Zora Neale Hurston, among many others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g.,

CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

- Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~
- Literatur All course texts will be made available on Stud.IP.

Foundations in the Critique of Capitalism

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix | Fagan, Abigail

Di wöchentl. 14:00 - 16:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar In this course, we'll engage key texts, authors, and ideas from the critical frameworks of Marxist theory and Black Studies. Both Marxist thought and Black Studies address the development of human society as we know it today on a global scale, as interconnected through the unequal distribution of power and resources. Through our readings and course discussions, we will address the entanglements, diversions, and critiques of and between each discourse. We will consider texts by Karl Marx and Friedrich Engels, Theodor Adorno, Fred Moten, and Angela Davis, among others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: violence; structural racism). Please contact us via email if you would appreciate notes for specific kinds of content.

- Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~ and abigail.fagan@engsem.~
- Literatur All course texts will be made available on Stud.IP.

Immigration in American Literature

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 1502 - 609

Kommentar In "Narratives of Migration and Estrangement", Sara Ahmed explains that: "Migration is not only felt at the level of lived embodiment. Migration is also a matter of generational acts of storytelling about prior histories of movement and dislocation." Indeed, we cannot raise questions about (im)migration without considering key elements such as storytelling, voice, visibility, identity, space, and mobility. These issues will be a central part of this class as we will focus on representations of immigration in contemporary American literature. We will also consider the intersectionality of gender, class, marginalization, and hybridity that (re)shape immigrants' identities on the individual level and within their community.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: class, ethnicity, death, trauma, conflict). Please contact me via email if you would appreciate notes for specific kinds of content.

- Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – lujain.youssef@engsem.~
- Literatur All course texts will be made available on Stud.IP.

Literary Theory Now

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

Mo wöchentl. 10:00 - 12:00 17.10.2022 - 23.01.2023 1502 - 103

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Maximale Teilnehmer*Innenzahl: 40

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

BritA

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis.

Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we will discuss as well.

We will use the novel to practice 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 practice 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.- 30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

Andrea Levy. *The Long Song* (2010)

Canada: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar In this course, students will explore the history, culture and literature of Canada, the second-largest country of the world by total area whose ten provinces and three territories extend from the Atlantic to the Pacific and northward into the Arctic Ocean.

We will study a variety of printed, visual and audio-visual material from Anglo-Canadian, Aboriginal, and immigrant cultural traditions: historiographic texts and historical documents, paintings by Emily Carr (British Columbia) and by The Group of Seven (working in Ontario in the first half of the 20th century).

We will pay special attention to the short stories by Alice Munro, winner of the Nobel Prize in Literature in 2013, and to First Nation writer Tomson Highway whose novel *Kiss of the Fur Queen* (1998) uses the trickster figure familiar from Cree oral culture.

We will focus on how Canadian artists and writers reflect on the constructions of history, identity, race, and gender to establish how their works have contributed to shape an understanding of Canadian culture.

To profit from the course, students have to be familiar with the analytical categories and theoretical paradigms of literary studies acquired in the Introduction to Literary Studies (AmerBritF1) and practiced in BritF3.

The non-graded course work (SL) will be a short presentation on a text or phenomenon from the assigned material.

Bemerkung *Registration* – Stud.IP 01.-30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

Highway, Tomson. *Kiss of the Fur Queen* (novel, 1998)

Munro, Alice. "Boys and Girls", "A Bear Came over the Mountain", "Fiction" (short stories: <http://paulmcveigh.blogspot.de/2013/10/alice-munro-free-short-stories.html>)

Please, buy and bring your own copy of Highway's *Kiss of the Fur Queen*. The historiographic and the visual material as well as the poems and short stories will be provided in a reader available from Copyshop Stork (Körnerstraße) and on Stud.IP.

Please read Tomson Highway's novel and Alice Munro's short stories novel during term break, i.e. before the course begins.

Reader – copy shop Stork (Körnerstraße) and Stud.IP

Esclavitud y su abolición–Slavery and its abolition: Texte und Bilder aus der spanisch-, englisch- und französischsprachigen Karibik vom 18. Jahrhundert bis in die Gegenwart

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

Di wöchentl. 14:00 - 16:00 11.10.2022 - 28.01.2023 1502 - 703

Kommentar In diesem Seminar, das im Team-Teaching mit Prof. Gohrisch aus der Anglistik angeboten wird, werden wir Texte, Bilder und Filme lesen und diskutieren, die sich mit Sklaverei und Abschaffung in der weiteren Karibik seit dem 18. Jahrhundert beschäftigen. Aufgrund ihrer einzigartigen Kolonisationsgeschichte sind die Hauptsprachen der karibischen Inseln Spanisch, Englisch und Französisch (jeweils mit kreolisierten Versionen) sowie Niederländisch. Wir werden Texte und Filme in Spanisch, Englisch

sowie kurze Texte auf Französisch untersuchen. Wir werden sicherstellen, dass alle Studierenden der Diskussion folgen können. Übersetzungen der jeweiligen Texte liegen vor.

Wir werden den intertextuellen und transnationalen Dialog zwischen einer britischen Sklavenerzählung und ihrer modernen französischen Theateradaption (Mary Prince) im Vergleich zu einer kubanischen Sklavenerzählung (Manzano) und dem britischen Spielfilm *Twelve Years a Slave*, der im US-amerikanischen Deep South spielt, einbeziehen. Wir werden den transnationalen Verlauf der kolonialen und postkolonialen Konzeptualisierungen von Sklavenaufständen von Aphra Behns Proto-Roman *Oronooko* über Saint-Lamberts Kurzgeschichte "Ziméo" bis hin zu Alejo Carpentiers Roman *El reino de este mundo* aus Kuba aufzeigen. Darüber hinaus werden wir visuelle Darstellungen der Versklavung und Abschaffung über die Sprachgrenze hinweg untersuchen (Girodet, Turner), wobei wir ein besonderes Augenmerk auf textliche und visuelle Figurationen der haitianischen Revolution legen.

In this seminar, offered in team-teaching with Prof. Bandau from Romance Studies, we will read and discuss texts, images and films that deal with slavery and abolition in the wider Caribbean since the 18th century. Due to its unique history of colonisation, the main languages of the Caribbean islands are English and French (each with creolised versions) as well as Spanish and Dutch. We shall explore texts and films in English as well as short texts in French and Spanish available in English a/o German translation. Although the seminar will be taught in German, we will make sure that all students will be able to follow the discussion by providing simultaneous translation of class discussions into English.

We will look at the first British slave narrative by a woman (*Mary Prince*) in comparison to a Cuban slave narrative (*Manzano*) and the British feature film *Twelve Years a Slave* set in the US American Deep South based on the slave narrative by Solomon Northup. We will establish the trajectory of colonial and postcolonial conceptualisations of slave rebellions from Aphra Behn's proto-novel *Oronooko* via Saint-Lambert's short tale "Ziméo" to Alejo Carpentier's *El reino de este mundo* from Cuba. In addition, we will study visual representations of enslavement and abolition by painters such as Anne-Louis Girodet and William Turner paying special attention to textual and visual figurations of the Haitian Revolution.

Literatur

Die (Auszüge aus den) literarischen, visuellen und theoretischen Texten, die im Seminar behandelt werden, werden in einem digitalen Reader auf Stud.IP erhältlich sein.

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

The excerpts from the literary texts and the visual material covered in the seminar as well as the "Guidelines" will be available on Stud.IP.

Literary Representations of 19th-Century Labour Migration

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar

This seminar draws on recent approaches in New Labour History to study the representation of labour migration in 19th-century British literature. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of British social, cultural and literary history acquired in the Survey lecture (BritF2), we shall investigate Matthew Lewis's *Journal of a West India Proprietor: Kept During a Residence in the Island of Jamaica* (1834) and Elizabeth Gaskell's industrial novel *North and South* (1854). Shifting the focus to the late 19th

century, which saw the dramatic decline of the British Empire, the seminar concludes with a discussion of Joseph Conrad's *Heart of Darkness* (1899). You will work with definitions of terms and concepts by using relevant specialist literature such as encyclopedias, dictionaries and scholarly articles in order to determine how the texts negotiate the movement of people under the shifting conditions of industrial capitalism.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 / *Further Information* –hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022).

The "Guidelines" are for sale in Copyshop Stork, on Stud.IP or accessible here: www.engsem.uni-hannover.de/de/seminar/lehrggebiete/british-and-postcolonial-studies/.

Please purchase Gaskell's *North and South* and Conrad's *Heart of Darkness* in well-annotated editions (e.g. Oxford World's Classics or Penguin Classics) and read at least Gaskell's novel prior to class. Lewis's *Journal* is available here:<https://www.gutenberg.org/files/54500/54500-h/54500-h.htm>).

All other material will be provided on Stud.IP at the beginning of the term.

The Gothic in British Literature

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

Mo wöchentl. 12:00 - 14:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar

Since its emergence in the late 18th century, the Gothic has proved one of the most productive modes in English-speaking literature. In this advanced class, we shall begin by reading a major representative of the genre, namely Horace Walpole's *The Castle of Otranto* (1764), arguably the first British gothic novel. Subsequently, we will discuss excerpts from Mary Shelley's *Frankenstein* (1818) before turning to numerous short stories in the gothic mode. Using the terminology from AmerBritF1, we shall consider the genre conventions of gothic texts, and analyse them in terms of their (Gothic) characters, plots, and settings. Apart from this narratological and structural approach, we shall use historical and cultural knowledge from the lecture series (BritF2) to consider how these texts negotiate issues connected with the emergent middle classes, but also gender, imperialist and sexual themes. Please note: in accordance with the genre conventions of gothic literature, this class will feature numerous sensitive topics such as death, violence and abuse. AAS students are welcome to join this class as part of the AAS2 or AAS3 module.

Bemerkung Registration Stud.IP 01.09.-30.09.22 / Size restriction – 40 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information – janna-lena.neumann@engsem.uni-hannover.de

Literatur

Required Reading

Please get hold of a scholarly edition of Horace Walpole's *The Castle of Otranto Reader* – copy shop Stork (Körnerstraße) and Stud.IP

Theories and Methods of Literary Studies

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

Mi wöchentl. 10:00 - 12:00 12.10.2022 - 25.01.2023 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 (SL) work is a short excerpt covering one chapter of Barry's *Beginning Theory*.

Bemerkung

Registration – Stud.IP 01.-31.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur

Required Reading and Purchase

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

Brontë, Charlotte. *Jane Eyre*. Norton, 2016 (or: Oxford World's Classics or Penguin Classics editions complete with introduction and notes).

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

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 3) and on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

Reader – copy shop Stork (Körnerstraße) from 10 October 2022 and Stud.IP

Visions of the Future? - Anglophone Science Fiction through the Ages

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

Mo wöchentl. 14:00 - 16:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar

Science Fiction. Or is it 'Speculative Fiction'? Where do you draw that line? Terms that evoke associations of spaceships, alien lifeforms, innovative technology, strange worlds, utopian worlds, dystopian worlds a little too familiar... A literature that asks the question: '*what if?*'.

In this seminar we will examine the development of the genre from the 1890s until today. We will begin by addressing the difficulty of defining science fiction, considering excerpts from antecedents published before the nineteenth century and then go on to consider our first case study, H.G. Wells' novel *The Time Machine* (1895). Turning to short stories from the so-called Golden Age as well as by authors such as Ray Bradbury, James Tiptree Jr., Ursula K. Le Guin and more we will continue to explore the worlds imagined and the political and ethical issues raised by those texts as well as the cultural and historical contexts of their publication. To close the seminar, we will examine Naomi Alderman's novel *The Power* (2016). Throughout the seminar we will be applying theoretical frameworks such as Structuralism, Postcolonial Theory, Gender Studies, Ecocriticism and Posthumanism.

During term break please pick your favourite sf text and be prepared to introduce it and why you consider it to be sf in our first session.

Please purchase your own copies of H.G. Wells *The Time Machine* (1895) and Naomi Alderman: *The Power* (2016). All short stories and secondary texts will be made available on Stud.IP.

Bemerkung Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information –elena.ippendorf@engsem.~

Literatur Bould, Mark ed. *The Routledge Companion to Science Fiction* (2009)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021)

Roberts, Adam. *Science Fiction* (2006)

Welsh Writing in English - Writing the Nation?

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

Mo wöchentl. 18:00 - 20:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Out of the four nations of the UK, Wales is the one most frequently overlooked, its separate identity conflated with that of England, its former coloniser. Since Wales is arguably a stateless nation, imaginative narratives of nation are of particular importance to notions of national identity.

In this seminar we will be examining how a diverse range of authors are 'writing Wales', imagining and constructing the nation, in English, the language of the former coloniser.

We will cover poetry by R.S. Thomas, Gwyneth Lewis and Hanan Issa and short stories by Margiad Evans and Leonora Brito, set in rural Wales and Cardiff's Butetown respectively.

Continuing to scrutinise narratives of nation we will then turn to Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001) set in the titular seaside town and the feature film *Pride* (2014), directed by Matthew Warchus, about the unlikely alliance between a Lesbian and Gay activist group from London and a small mining community in the Valleys during the miners' strike 1984-5.

We will consider both the regional specificity of the texts as well as trace recurring themes across geographical and generic lines. Throughout the seminar we will apply theoretical frameworks such as Structuralism, Gender and Queer Studies, Postcolonial Theory, and Film Studies.

Please purchase your own copy of Malcolm Pryce: *Aberystwyth Mon Amour* (2001) as well as access to the film *Pride* (2014). All other texts will be made available on Stud.IP.

During term break please read up on Welsh history as well as the basic principles of literary analysis (see recommendations).

Bemerkung Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information –elena.ippendorf@engsem.~

Literatur Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021)

Johnes, Martin. *Wales: England's Colony?* (2019)

Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. 4th edition (2014)

Focus Module (AmerA/BritA/LingA1/LingA2)

AmerA

After the Cold War: Post-Socialist Immigration Literature

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

Di wöchentl. 12:00 - 14:00 25.10.2022 - 23.01.2023 1502 - 609

Kommentar The war in Ukraine has cast a spotlight on the post-Soviet world with its rich and variegated literary cultures. Immigrant authors stemming from the countries of the former Eastern bloc have left their mark on contemporary US-American literature, too, gesturing back to the rich legacy of Jewish-American immigrant writing from the beginning of the century, while also disclosing a variety of other themes and concerns. Authors whose families came from Russia, Ukraine, Poland, former Yugoslavia and many other countries insist on their specific religious, linguistic, and cultural backgrounds, but in the public perception they often tend to be lumped together. While the texts of writers such as Gary Shteyngart, Anya Ulinich, Irina Reyn or Elena Akhtiorskaya often draw explicitly on the writings of their famous predecessors (Abraham Cahan, Mary Antin, Anzia Yeznierska, Henry Roth and many more), they also play around with this legacy and thus go far beyond it. In this class, we will start by briefly discussing the literary traditions to then turn to some selected contemporary texts. We will be particularly concerned with how this literature enacts ethnicity, whiteness and differences of class and status.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations

Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

Literatur Please purchase the graphic novel *Lena Finckle's Magic Barrel* by Anya Ulinich. Further reading will be announced on StudIP as the semester approaches.

Celebrities: Stars in US-American Mass Culture, 1900-1930

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

Mo wöchentl. 12:00 - 14:00 24.10.2022 - 24.01.2023 1502 - 609

Kommentar This course will explore the celebrity cults that emerged as an integral part of US-American mass entertainment culture at the beginning of the twentieth century. We will be concerned with a variety of media – theater, film, literature, magazine culture – and investigate the ways in which famous personalities were produced (or ‘made themselves’) in particular media to then cross over into other fields and areas of entertainment culture. To get a more nuanced perspective, we shall approach celebrities in close conjunction with stories of fame and failure, and thus also be concerned with the popular narratives of the day that framed and shaped ideas of success and stardom.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

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

Climate Change Screen Cultures

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

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 1502 - 609

Kommentar In this course, we will research the relatively new phenomenon of “cli-fi.” This term, coined in the early 21st-century, is gaining currency in film, media, and television studies, as well as environmental humanities and literary studies. Riffing on the well-known expression “sci-fi” (short for science fiction), cli-fi refers to a similarly transmedial, transnational category of fiction, film, television, and performance that engage with the urgent issue of climate change. We will watch and discuss a set of primary texts

(films and television series), as well as secondary sources drawn from film, media, and television studies, and from the social sciences and journalism. One of the central aims is to develop a working definition of cli-fi in order to analyze climate change narratives and representations.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

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

Feeling (L)it

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

Fr wöchentl. 12:00 - 16:00 14.10.2022 - 25.11.2022 1502 - 609

Kommentar In this class we will explore the connections, synergies, and limits of affect and literature. To borrow from Alex Houen's *Affect and Literature*: "If affect extends to bodily sensation, then can it be conveyed adequately through language?" Can literature comprise the multidimensional, transtemporal dimensions of affect? How does literature express and represent feelings, sentiments, and experiences? How does literature navigate universal experience and individual positionality? And how can we translate our reading experiences into political responses?

By engaging with foundational texts from the field of phenomenology and affect theory, this class is designed to give an overview of theoretical approaches that are located in what has been termed the 'affective turn'. Further, we will read and discuss contemporary fiction and deal specifically with forms and structures of writing that make us feel (l)it.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – AmerF1, 2, 3 / *Further Information* – anna-lena.oldehus@engsem.~

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

Fixing Problems in the Progressive Era

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

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 609

Kommentar The Progressive Era (1896-1916) is often remembered as a period of profound social thought on the role that state programs can play in the betterment of human society. Authors, philosophers, policymakers, journalists, and educators participated throughout this period in a national and international conversation about the state and other institutions' responsibilities to human individuals and human society, often appealing for the ultimate homogeneity of the human species. Nevertheless, authors argued constantly about *how* institutions could improve the human condition. This course engages these debates by insisting on their ultimate diversity. We will consider texts by Jane Addams, John Dewey, Zitkála-Šá, and Zora Neale Hurston, among many others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g.,

CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

- Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~
- Literatur All course texts will be made available on Stud.IP.

Foundations in the Critique of Capitalism

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix | Fagan, Abigail

Di wöchentl. 14:00 - 16:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar In this course, we'll engage key texts, authors, and ideas from the critical frameworks of Marxist theory and Black Studies. Both Marxist thought and Black Studies address the development of human society as we know it today on a global scale, as interconnected through the unequal distribution of power and resources. Through our readings and course discussions, we will address the entanglements, diversions, and critiques of and between each discourse. We will consider texts by Karl Marx and Friedrich Engels, Theodor Adorno, Fred Moten, and Angela Davis, among others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: violence; structural racism). Please contact us via email if you would appreciate notes for specific kinds of content.

- Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~ and abigail.fagan@engsem.~
- Literatur All course texts will be made available on Stud.IP.

Immigration in American Literature

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 1502 - 609

Kommentar In "Narratives of Migration and Estrangement", Sara Ahmed explains that: "Migration is not only felt at the level of lived embodiment. Migration is also a matter of generational acts of storytelling about prior histories of movement and dislocation." Indeed, we cannot raise questions about (im)migration without considering key elements such as storytelling, voice, visibility, identity, space, and mobility. These issues will be a central part of this class as we will focus on representations of immigration in contemporary American literature. We will also consider the intersectionality of gender, class, marginalization, and hybridity that (re)shape immigrants' identities on the individual level and within their community.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: class, ethnicity, death, trauma, conflict). Please contact me via email if you would appreciate notes for specific kinds of content.

- Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – lujain.youssef@engsem.~
- Literatur All course texts will be made available on Stud.IP.

Literary Theory Now

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

Mo wöchentl. 10:00 - 12:00 17.10.2022 - 23.01.2023 1502 - 103

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Maximale Teilnehmer*Innenzahl: 40

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

BritA

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis.

Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we will discuss as well.

We will use the novel to practice 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 practice 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.- 30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

Andrea Levy. *The Long Song* (2010)

Canada: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar

In this course, students will explore the history, culture and literature of Canada, the second-largest country of the world by total area whose ten provinces and three territories extend from the Atlantic to the Pacific and northward into the Arctic Ocean.

We will study a variety of printed, visual and audio-visual material from Anglo-Canadian, Aboriginal, and immigrant cultural traditions: historiographic texts and historical documents, paintings by Emily Carr (British Columbia) and by The Group of Seven (working in Ontario in the first half of the 20th century).

We will pay special attention to the short stories by Alice Munro, winner of the Nobel Prize in Literature in 2013, and to First Nation writer Tomson Highway whose novel *Kiss of the Fur Queen* (1998) uses the trickster figure familiar from Cree oral culture.

We will focus on how Canadian artists and writers reflect on the constructions of history, identity, race, and gender to establish how their works have contributed to shape an understanding of Canadian culture.

To profit from the course, students have to be familiar with the analytical categories and theoretical paradigms of literary studies acquired in the Introduction to Literary Studies (AmerBritF1) and practiced in BritF3.

The non-graded course work (SL) will be a short presentation on a text or phenomenon from the assigned material.

Bemerkung

Registration – Stud.IP 01.-30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

Highway, Tomson. *Kiss of the Fur Queen* (novel, 1998)

Munro, Alice. "Boys and Girls", "A Bear Came over the Mountain", "Fiction" (short stories: <http://paulmcveigh.blogspot.de/2013/10/alice-munro-free-short-stories.html>)

Please, buy and bring your own copy of Highway's *Kiss of the Fur Queen*. The historiographic and the visual material as well as the poems and short stories will be provided in a reader available from Copyshop Stork (Körnerstraße) and on Stud.IP.

Please read Tomson Highway's novel and Alice Munro's short stories novel during term break, i.e. before the course begins.

Reader – copy shop Stork (Körnerstraße) and Stud.IP

Esclavitud y su abolición–Slavery and its abolition: Texte und Bilder aus der spanisch-, englisch- und französischsprachigen Karibik vom 18. Jahrhundert bis in die Gegenwart

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

Di wöchentl. 14:00 - 16:00 11.10.2022 - 28.01.2023 1502 - 703

Kommentar

In diesem Seminar, das im Team-Teaching mit Prof. Gohrisch aus der Anglistik angeboten wird, werden wir Texte, Bilder und Filme lesen und diskutieren, die sich mit Sklaverei und Abschaffung in der weiteren Karibik seit dem 18. Jahrhundert beschäftigen. Aufgrund ihrer einzigartigen Kolonisationsgeschichte sind die Hauptsprachen der karibischen Inseln Spanisch, Englisch und Französisch (jeweils mit kreolisierten Versionen) sowie Niederländisch. Wir werden Texte und Filme in Spanisch, Englisch

sowie kurze Texte auf Französisch untersuchen. Wir werden sicherstellen, dass alle Studierenden der Diskussion folgen können. Übersetzungen der jeweiligen Texte liegen vor.

Wir werden den intertextuellen und transnationalen Dialog zwischen einer britischen Sklavenerzählung und ihrer modernen französischen Theateradaption (Mary Prince) im Vergleich zu einer kubanischen Sklavenerzählung (Manzano) und dem britischen Spielfilm *Twelve Years a Slave*, der im US-amerikanischen Deep South spielt, einbeziehen. Wir werden den transnationalen Verlauf der kolonialen und postkolonialen Konzeptualisierungen von Sklavenaufständen von Aphra Behns Proto-Roman *Oronooko* über Saint-Lamberts Kurzgeschichte "Ziméo" bis hin zu Alejo Carpentiers Roman *El reino de este mundo* aus Kuba aufzeigen. Darüber hinaus werden wir visuelle Darstellungen der Versklavung und Abschaffung über die Sprachgrenze hinweg untersuchen (Girodet, Turner), wobei wir ein besonderes Augenmerk auf textliche und visuelle Figurationen der haitianischen Revolution legen.

In this seminar, offered in team-teaching with Prof. Bandau from Romance Studies, we will read and discuss texts, images and films that deal with slavery and abolition in the wider Caribbean since the 18th century. Due to its unique history of colonisation, the main languages of the Caribbean islands are English and French (each with creolised versions) as well as Spanish and Dutch. We shall explore texts and films in English as well as short texts in French and Spanish available in English a/o German translation. Although the seminar will be taught in German, we will make sure that all students will be able to follow the discussion by providing simultaneous translation of class discussions into English.

We will look at the first British slave narrative by a woman (*Mary Prince*) in comparison to a Cuban slave narrative (*Manzano*) and the British feature film *Twelve Years a Slave* set in the US American Deep South based on the slave narrative by Solomon Northup. We will establish the trajectory of colonial and postcolonial conceptualisations of slave rebellions from Aphra Behn's proto-novel *Oronooko* via Saint-Lambert's short tale "Ziméo" to Alejo Carpentier's *El reino de este mundo* from Cuba. In addition, we will study visual representations of enslavement and abolition by painters such as Anne-Louis Girodet and William Turner paying special attention to textual and visual figurations of the Haitian Revolution.

Literatur

Die (Auszüge aus den) literarischen, visuellen und theoretischen Texten, die im Seminar behandelt werden, werden in einem digitalen Reader auf Stud.IP erhältlich sein.

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

The excerpts from the literary texts and the visual material covered in the seminar as well as the "Guidelines" will be available on Stud.IP.

Literary Representations of 19th-Century Labour Migration

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar This seminar draws on recent approaches in New Labour History to study the representation of labour migration in 19th-century British literature. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of British social, cultural and literary history acquired in the Survey lecture (BritF2), we shall investigate Matthew Lewis's *Journal of a West India Proprietor: Kept During a Residence in the Island of Jamaica* (1834) and Elizabeth Gaskell's industrial novel *North and South* (1854). Shifting the focus to the late 19th

century, which saw the dramatic decline of the British Empire, the seminar concludes with a discussion of Joseph Conrad's *Heart of Darkness* (1899). You will work with definitions of terms and concepts by using relevant specialist literature such as encyclopedias, dictionaries and scholarly articles in order to determine how the texts negotiate the movement of people under the shifting conditions of industrial capitalism.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 / *Further Information* –hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022).

The "Guidelines" are for sale in Copyshop Stork, on Stud.IP or accessible here: www.engsem.uni-hannover.de/de/seminar/lehrggebiete/british-and-postcolonial-studies/.

Please purchase Gaskell's *North and South* and Conrad's *Heart of Darkness* in well-annotated editions (e.g. Oxford World's Classics or Penguin Classics) and read at least Gaskell's novel prior to class. Lewis's *Journal* is available here:<https://www.gutenberg.org/files/54500/54500-h/54500-h.htm>).

All other material will be provided on Stud.IP at the beginning of the term.

The Gothic in British Literature

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

Mo wöchentl. 12:00 - 14:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar

Since its emergence in the late 18th century, the Gothic has proved one of the most productive modes in English-speaking literature. In this advanced class, we shall begin by reading a major representative of the genre, namely Horace Walpole's *The Castle of Otranto* (1764), arguably the first British gothic novel. Subsequently, we will discuss excerpts from Mary Shelley's *Frankenstein* (1818) before turning to numerous short stories in the gothic mode. Using the terminology from AmerBritF1, we shall consider the genre conventions of gothic texts, and analyse them in terms of their (Gothic) characters, plots, and settings. Apart from this narratological and structural approach, we shall use historical and cultural knowledge from the lecture series (BritF2) to consider how these texts negotiate issues connected with the emergent middle classes, but also gender, imperialist and sexual themes. Please note: in accordance with the genre conventions of gothic literature, this class will feature numerous sensitive topics such as death, violence and abuse. AAS students are welcome to join this class as part of the AAS2 or AAS3 module.

Bemerkung Registration Stud.IP 01.09.-30.09.22 / Size restriction – 40 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information – janna-lena.neumann@engsem.uni-hannover.de

Literatur

Required Reading

Please get hold of a scholarly edition of Horace Walpole's *The Castle of Otranto Reader* – copy shop Stork (Körnerstraße) and Stud.IP

Theories and Methods of Literary Studies

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

Mi wöchentl. 10:00 - 12:00 12.10.2022 - 25.01.2023 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 (SL) work is a short excerpt covering one chapter of Barry's *Beginning Theory*.

Bemerkung

Registration – Stud.IP 01.-31.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur

Required Reading and Purchase

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

Brontë, Charlotte. *Jane Eyre*. Norton, 2016 (or: Oxford World's Classics or Penguin Classics editions complete with introduction and notes).

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

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 3) and on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

Reader – copy shop Stork (Körnerstraße) from 10 October 2022 and Stud.IP

Visions of the Future? - Anglophone Science Fiction through the Ages

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

Mo wöchentl. 14:00 - 16:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar

Science Fiction. Or is it 'Speculative Fiction'? Where do you draw that line? Terms that evoke associations of spaceships, alien lifeforms, innovative technology, strange worlds, utopian worlds, dystopian worlds a little too familiar... A literature that asks the question: '*what if?*'.

In this seminar we will examine the development of the genre from the 1890s until today. We will begin by addressing the difficulty of defining science fiction, considering excerpts from antecedents published before the nineteenth century and then go on to consider our first case study, H.G. Wells' novel *The Time Machine* (1895). Turning to short stories from the so-called Golden Age as well as by authors such as Ray Bradbury, James Tiptree Jr., Ursula K. Le Guin and more we will continue to explore the worlds imagined and the political and ethical issues raised by those texts as well as the cultural and historical contexts of their publication. To close the seminar, we will examine Naomi Alderman's novel *The Power* (2016). Throughout the seminar we will be applying theoretical frameworks such as Structuralism, Postcolonial Theory, Gender Studies, Ecocriticism and Posthumanism.

During term break please pick your favourite sf text and be prepared to introduce it and why you consider it to be sf in our first session.

Please purchase your own copies of H.G. Wells *The Time Machine* (1895) and Naomi Alderman: *The Power* (2016). All short stories and secondary texts will be made available on Stud.IP.

Bemerkung Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information –elena.ippendorf@engsem.~

Literatur Bould, Mark ed. *The Routledge Companion to Science Fiction* (2009)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021)

Roberts, Adam. *Science Fiction* (2006)

Welsh Writing in English - Writing the Nation?

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

Mo wöchentl. 18:00 - 20:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Out of the four nations of the UK, Wales is the one most frequently overlooked, its separate identity conflated with that of England, its former coloniser. Since Wales is arguably a stateless nation, imaginative narratives of nation are of particular importance to notions of national identity.

In this seminar we will be examining how a diverse range of authors are 'writing Wales', imagining and constructing the nation, in English, the language of the former coloniser.

We will cover poetry by R.S. Thomas, Gwyneth Lewis and Hanan Issa and short stories by Margiad Evans and Leonora Brito, set in rural Wales and Cardiff's Butetown respectively.

Continuing to scrutinise narratives of nation we will then turn to Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001) set in the titular seaside town and the feature film *Pride* (2014), directed by Matthew Warchus, about the unlikely alliance between a Lesbian and Gay activist group from London and a small mining community in the Valleys during the miners' strike 1984-5.

We will consider both the regional specificity of the texts as well as trace recurring themes across geographical and generic lines. Throughout the seminar we will apply theoretical frameworks such as Structuralism, Gender and Queer Studies, Postcolonial Theory, and Film Studies.

Please purchase your own copy of Malcolm Pryce: *Aberystwyth Mon Amour* (2001) as well as access to the film *Pride* (2014). All other texts will be made available on Stud.IP.

During term break please read up on Welsh history as well as the basic principles of literary analysis (see recommendations).

Bemerkung Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information –elena.ippendorf@engsem.~

Literatur Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021)

Johnes, Martin. *Wales: England's Colony?* (2019)

Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. 4th edition (2014)

LingA1

Increasing teaching proficiency via researching learner language

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

Block 09:00 - 16:30 04.10.2022 - 06.10.2022 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.~*

Learner Corpus Research

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

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 703

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

- Bemerkung** Registration – StudIP 01.09. - 30.09.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~
- Literatur** Required Reading - Texts will be provided in class.

Linguistic Landscape(s)

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

- Kommentar** In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.
- This class will include questions of multilingualism, dominance of languages, language policies, identity creation, naming strategies, humour, etc. In our LL analyses, the focus will be on questions such as:
- How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs monolingual, bilingual, multilingual and in what ways, i.e. what combinations of languages do occur? Are different languages used for different contents and in different domains? In what forms do signs occur (notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites)? What about the language in terms of normativity: orthography, handwriting conventions, lexicon, morphology, syntax, literacy level, etc.?

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

Bemerkung

Registration – Stud.IP 01.09.2022-30.09.2022

Size restriction – 25

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

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

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

Literatur

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

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

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

Politeness in English

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

Kommentar

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

This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest.

The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources.

We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms 'polite' or 'impolite' to linguistic phenomena.

We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony ('mock politeness') and banter ('mock impoliteness').

Bemerkung

Registration – Stud.IP 01.09.2022-30.09.2022

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

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

Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.

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

*LingA2***Increasing teaching proficiency via researching learner language**

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

Block	09:00 - 16:30 04.10.2022 - 06.10.2022 1502 - 703
Kommentar	In diesem Workshop für Bachelorstudierende erproben Sie linguistische Analyse im Kontext des Sprachgebrauchs von <i>foreign language learners</i> . 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	<i>Size restriction</i> – 20 / <i>Prerequisites</i> – LingF1, LingF2 & LingF4 / <i>Further Information</i> – pascal.hohaus@engsem.~

Learner Corpus Research

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

Do wöchentl.	14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 703
Kommentar	Learner Corpus Research (LCR) will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on digitized data in learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by work in teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.
Bemerkung	Registration – StudIP 01.09. - 30.09.2022 / <i>Prerequisites</i> – LingF1, LingF2 and Ling F3 (if applicable) / <i>Further Information</i> –ulrike.altendorf@engsem.~
Literatur	Required Reading - Texts will be provided in class.

Linguistic Landscape(s)

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

Di wöchentl.	12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615
Kommentar	In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law. This class will include questions of multilingualism, dominance of languages, language policies, identity creation, naming strategies, humour, etc. In our LL analyses, the focus will be on questions such as: How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs

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

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

Bemerkung

Registration – Stud.IP 01.09.2022-30.09.2022

Size restriction – 25

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

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

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

Literatur

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

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

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

Politeness in English

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

Kommentar

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

This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest.

The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources.

We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms 'polite' or 'impolite' to linguistic phenomena.

We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony ('mock politeness') and banter ('mock impoliteness').

Bemerkung

Registration – Stud.IP 01.09.2022-30.09.2022

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 The following textbook will be used in class and is recommended for purchase:
 Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.
 Please make sure that you order your copy of the book asap.

Foundations Language Practice (SP1/SP2)

SP1

Vocabulary and Pronunciation - Blockkurs

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

Block	09:00 - 13:00 04.10.2022 - 07.10.2022 1502 - 615
Kommentar	Which words are useful for reporting academic research? Why do <i>pear</i> and <i>bear</i> rhyme, but not <i>dear</i> ? What do <i>subconscious</i> and <i>submarine</i> have in common? What is the difference between <i>extent</i> and <i>extend</i> ? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills. Please note that there are two additional dates on 29.09. and 30.09. <i>Registration</i> – StudIP 01.09.22-29.09.22 / <i>Prerequisites</i> – none / <i>Assessment Tasks</i> – SL: regular homework tasks, test / <i>Further Information</i> – anne.gans@engsem~
Bemerkung	<i>Registration</i> – StudIP 01.03.22-15.03.2022 / <i>Prerequisites</i> – none / <i>Assessment Tasks</i> – SL: regular homework tasks, test / <i>Size restriction</i> – 30 / <i>Further Information</i> – anne.gans@engsem.~

Vocabulary and Pronunciation (Group 1)

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

Mo wöchentl.	10:00 - 12:00 17.10.2022 - 23.01.2023 1502 - 613
Kommentar	Which words are useful for reporting academic research? Why do <i>pear</i> and <i>bear</i> rhyme, but not <i>dear</i> ? What do <i>subconscious</i> and <i>submarine</i> have in common? What is the difference between <i>extent</i> and <i>extend</i> ? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.
Bemerkung	<i>Registration</i> – StudIP 01.09.-14.10.22 / <i>Prerequisites</i> – none / <i>Assessment Tasks</i> – SL: regular homework tasks, test / <i>Further Information</i> – anne.gans@engsem~

Vocabulary and Pronunciation (Group 2)

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

Mo wöchentl.	12:00 - 14:00 17.10.2022 - 23.01.2023 1502 - 615
Kommentar	Which words are useful for reporting academic research? Why do <i>pear</i> and <i>bear</i> rhyme, but not <i>dear</i> ? What do <i>subconscious</i> and <i>submarine</i> have in common? What is the difference between <i>extent</i> and <i>extend</i> ? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.
Bemerkung	<i>Registration</i> – StudIP 01.09.-14.10.22 / <i>Prerequisites</i> – none / <i>Assessment Tasks</i> – SL: regular homework tasks, test / <i>Further Information</i> – anne.gans@engsem~

Vocabulary and Pronunciation (Group 3)

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

Di wöchentl. 10:00 - 12:00 18.10.2022 - 24.01.2023 1502 - 613

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

Bemerkung *Registration* – StudIP 01.09.-14.10.22 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (Group 4)

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

Mi wöchentl. 10:00 - 12:00 19.10.2022 - 25.01.2023 1502 - 613

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

Bemerkung *Registration* – StudIP 01.09.-14.10.22 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (Group 5)

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

Fr wöchentl. 10:00 - 12:00 21.10.2022 - 27.01.2023 1502 - 615

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

Bemerkung *Registration* – StudIP 01.09.-14.10.22 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP2

Advanced Language Practice (SP3/SP4)

SP3

Composition (Group1)

Seminar, SWS: 2, Max. Teilnehmer: 20
Schneller, Jill

Di wöchentl. 08:00 - 10:00 11.10.2022 - 24.01.2023 1502 - 609

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration – StudIP 01.09.-15.09.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Further Information – jill.schneller@engsem.-*

Composition (Group 2)

Seminar, SWS: 2, Max. Teilnehmer: 20
O'Carroll, Edward| Schneller, Jill

Mi wöchentl. 14:00 - 16:00 12.10.2022 - 25.01.2023 1502 - 709

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration – StudIP 01.09.-15.09.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Further Information – jill.schneller@engsem.-*

Composition (Group 3)

Seminar, SWS: 2, Max. Teilnehmer: 20
Schneller, Jill

Do wöchentl. 08:00 - 10:00 13.10.2022 - 26.01.2023 1502 - 609

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration – StudIP 01.09.-15.09.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Further Information – jill.schneller@engsem.-*

Composition (Group 4)

Seminar, SWS: 2, Max. Teilnehmer: 20
O'Carroll, Edward | Schneller, Jill

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 1502 - 709

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration – StudIP 01.09.-15.09.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Further Information – jill.schneller@engsem.~*

Composition (Group 5)

Seminar, SWS: 2, Max. Teilnehmer: 20
O'Carroll, Edward | Schneller, Jill

Do wöchentl. 12:00 - 14:00 13.10.2022 - 26.01.2023 1502 - 709

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration – StudIP 01.09.-15.09.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Further Information – jill.schneller@engsem.~*

Composition (Group 6)

Seminar, SWS: 2, Max. Teilnehmer: 20
O'Carroll, Edward | Schneller, Jill

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 709

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration – StudIP 01.09.-15.09.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Further Information – jill.schneller@engsem.~*

SP4

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

Seminar, SWS: 2, Max. Teilnehmer: 35
Kuhrs Woltin, Alexander

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 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 methods and principles of teaching EFL teaching intercultural communicative competence teaching receptive, productive, and mediation skills teaching language means (grammar and vocabulary) teaching literature implementing 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 some 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 online exam.

Bemerkung Registration – StudIP 01.09.-30.09.22 / Size restriction 35 / 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.

Introduction to Teaching English as a Foreign Language

Seminar, SWS: 2, Max. Teilnehmer: 35
Kuhrs Woltin, Alexander

Fr wöchentl. 12:00 - 14:00 14.10.2022 - 27.01.2023 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 methods and principles of teaching EFL teaching intercultural communicative competence teaching receptive, productive, and mediation skills teaching language means (grammar and vocabulary) teaching literature implementing 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 some 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 online exam.

Bemerkung Registration – StudIP 01.09.-30.09.22 / Size restriction 35 / 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.

Introduction to Teaching English as a Foreign Language

Seminar, SWS: 2, Max. Teilnehmer: 35
Kuhrs Woltin, Alexander

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 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 methods and principles of teaching EFL teaching intercultural communicative competence teaching receptive, productive, and mediation skills teaching language means (grammar and vocabulary) teaching literature implementing 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 some 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 online exam.

Bemerkung Registration – StudIP 01.09.-30.09.22 / Size restriction – 35 / 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

Classroom Analysis - Engaging Methods and Means

Seminar, SWS: 2, Max. Teilnehmer: 25
Traumann, Sven

Mi wöchentl. 14:00 - 16:00 12.10.2022 - 25.01.2023 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.

Course credit (Studienleistung): micro teaching session, correction of students' examinations, regular attendance

Bemerkung *Registration – StudIP / Size restriction – 25 / Prerequisites – DidF1 / Further Information – sven.traumann@engsem.uni-hannover.de*

Literatur See course page on StudIP.

Communicative Approaches to Teaching EFL in Years 5 and 6

Seminar, SWS: 2, Max. Teilnehmer: 25
Blanckertz, Janka

Do wöchentl. 16:00 - 18:00 13.10.2022 - 26.01.2023 1502 - 615

Kommentar Establishing a truly communicative, monolingual English classroom is the main objective in teaching young learners in the first years of secondary school. This course explores the essential didactic foundations and the practical methods suited to promote and develop authentic communication in the target language in years 5 and 6.

To this end, we will consider the skills acquired by students in primary school, and based on these, map out a learning curve designed to gradually develop young learners' communicative competence in the foreign language. We will discuss the significance of learner-oriented, relevant, and creative content, critically evaluate material provided in the textbooks of the educational publishers and develop our own alternatives. Based on lesson plans and videotaped lessons, you will learn about the key role of classroom phrases, scaffolding, and extensive and varied exercises and tasks in the learning process to make use of this knowledge in your own planning. Finally, and time permitting, we will discuss different forms of assessment and design tests/ exams.

The focus of this class is on applying and practising your skills as you develop your own lesson plans. To receive credit (Studienleistung), you are expected to prepare the weekly assignments outlined in the syllabus, participate regularly in classroom discussions and -in teams- plan, present and evaluate a lesson on a grammatical or communicative structure selected in accordance with the requirements of the KC I and the topics addressed in the year 5/6 textbooks.

Bemerkung Registration – StudIP 01.09.-30.09.22 / Size restriction – 25 / Prerequisites – DidF1 / Further Information – janka.blanckertz@engsem.uni-hannover.de

Literatur Check the syllabus on Stud-IP.

Genre Learning in the Foreign Language Classroom

Seminar, SWS: 2, Max. Teilnehmer: 25
Jones, Roger Dale

Mo wöchentl. 12:00 - 14:00 10.10.2022 - 23.01.2023 1502 - 613

Kommentar Genre presents a powerful approach to teaching and learning in the EFL classroom. Genre is not simply a cognitive tool for thought, but it also helps organize how people interact with each other as well as how they communicate (both inside and outside of the classroom). In this seminar we will look at how genre structures thought, communication (like explaining, arguing, and describing) and narrative media (like literature, film, and games) and we will also address what this means for teaching and learning inside the classroom. At the end of this seminar, participants will be able to list and explain the communicative and educational principles behind the genre concept, analyze new genres of communication using existing generic structures and functions, analyze teaching materials for their potentials and limitations concerning genre teaching (and compensate

and adapt them to fit new learning scenarios and heterogeneous groups of learners) and produce new tasks and materials along the principles of genre learning. Course credit (Studienleistung) is based on active participation in class and a collaborative presentation on an assigned topic.

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

Literatur See course page on StudIP.

Language Practice Elective (SPE1/SPE2) (außerschulisch)

SP E1

Presentation Skills

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne | O'Carroll, Edward

Fr wöchentl. 10:00 - 12:00 14.10.2022 - 27.01.2023 1502 - 709

Kommentar This course will focus on skills needed to give academic and formal presentations. By practising and analysing our own and others' presentations, we will examine the role of body language, vocal skills, technical support (e.g. PowerPoints), and presentation structure.

This course may be taken for the following credits:

FüBA außerschulisch: as SPE1 or SPE2 or SK A or SK B

FüBA/TE schulisch (started before 01.10.19): as 'old' SK, either Bereich A or B

FüBA/TE/M LG schulisch (started since 01.10.19): just for fun/interest

Master AAS: AAS8

Politics Wahlpflichtmodule: SPE1 or SPE2

Bemerkung *Registration* – StudIP 01.09.2022-15.09.2022 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework and participation + one oral presentation. PL: (SPE only) 90-minute exam / *Further Information* – anne.gans@engsem.~

SPE/SK: Digitalisation in the Classroom

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 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. Each group will be taught by both instructors on a rotating schedule, so students will experience two instructors with a diverse range of experience, expertise, teaching styles, backgrounds and pronunciations.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

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 Wahlpflichtmodule: SPE1 or SPE2

Bemerkung Registration – StudIP 01.09.22-15.09.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: one written task/oral presentation. PL (SPE only): 90-minute written exam / Further Information – anne.gans@engsem.~

SPE/SK: Diversity

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 1502 - 703

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 both instructors on a rotating schedule, so students will experience two 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.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

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 Wahlpflichtmodule: SPE1 or SPE2

Bemerkung Registration – StudIP 01.09.22-15.09.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: one written task/oral presentation. PL (SPE): 90-minute written exam / Further Information – anne.gans@engsem.~

SP E2

Presentation Skills

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne | O'Carroll, Edward

Fr wöchentl. 10:00 - 12:00 14.10.2022 - 27.01.2023 1502 - 709

Kommentar This course will focus on skills needed to give academic and formal presentations. By practising and analysing our own and others' presentations, we will examine the role of body language, vocal skills, technical support (e.g. PowerPoints), and presentation structure.

This course may be taken for the following credits:

FÜBA außerschulisch: as SPE1 or SPE2 or SK A or SK B

FÜBA/TE schulisch (started before 01.10.19): as 'old' SK, either Bereich A or B

FÜBA/TE/M LG schulisch (started since 01.10.19): just for fun/interest

Master AAS: AAS8

Bemerkung Politics Wahlpflichtmodule: SPE1 or SPE2
Registration – StudIP 01.09.2022-15.09.2022 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework and participation + one oral presentation. PL: (SPE only) 90-minute exam / *Further Information* – anne.gans@engsem.~

SPE/SK: Digitalisation in the Classroom

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 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. Each group will be taught by both instructors on a rotating schedule, so students will experience two instructors with a diverse range of experience, expertise, teaching styles, backgrounds and pronunciations.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

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

Credits:

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

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

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

Master: just for fun

Bemerkung Politics Wahlpflichtmodule: SPE1 or SPE2
Registration – StudIP 01.09.22-15.09.22 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: one written task/oral presentation. PL (SPE only): 90-minute written exam / *Further Information* – anne.gans@engsem.~

SPE/SK: Diversity

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 1502 - 703

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 both instructors on a rotating schedule, so students will experience two 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.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

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 Wahlpflichtmodule: SPE1 or SPE2

Bemerkung Registration – StudIP 01.09.22-15.09.22 / 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

After the Cold War: Post-Socialist Immigration Literature

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

Di wöchentl. 12:00 - 14:00 25.10.2022 - 23.01.2023 1502 - 609

Kommentar The war in Ukraine has cast a spotlight on the post-Soviet world with its rich and variegated literary cultures. Immigrant authors stemming from the countries of the former Eastern bloc have left their mark on contemporary US-American literature, too, gesturing back to the rich legacy of Jewish-American immigrant writing from the beginning of the century, while also disclosing a variety of other themes and concerns. Authors whose families came from Russia, Ukraine, Poland, former Yugoslavia and many other countries insist on their specific religious, linguistic, and cultural backgrounds, but in the public perception they often tend to be lumped together. While the texts of writers such as Gary Shteyngart, Anya Ulinich, Irina Reyn or Elena Akhtiorskaya often draw explicitly on the writings of their famous predecessors (Abraham Cahan, Mary Antin, Anzia Yeznierska, Henry Roth and many more), they also play around with this legacy and thus go far beyond it. In this class, we will start by briefly discussing the literary traditions to then turn to some selected contemporary texts. We will be particularly concerned with how this literature enacts ethnicity, whiteness and differences of class and status.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations

Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

Literatur Please purchase the graphic novel *Lena Finckle's Magic Barrel* by Anya Ulinich. Further reading will be announced on StudIP as the semester approaches.

Celebrities: Stars in US-American Mass Culture, 1900-1930

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

Mo wöchentl. 12:00 - 14:00 24.10.2022 - 24.01.2023 1502 - 609

Kommentar This course will explore the celebrity cults that emerged as an integral part of US-American mass entertainment culture at the beginning of the twentieth century. We will be concerned with a variety of media – theater, film, literature, magazine culture – and investigate the ways in which famous personalities were produced (or 'made themselves') in particular media to then cross over into other fields and areas of entertainment culture.

To get a more nuanced perspective, we shall approach celebrities in close conjunction with stories of fame and failure, and thus also be concerned with the popular narratives of the day that framed and shaped ideas of success and stardom.

- Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~
- Literatur All texts for this class will be made available on StudIP.

Climate Change Screen Cultures

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

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 1502 - 609

Kommentar In this course, we will research the relatively new phenomenon of “cli-fi.” This term, coined in the early 21st-century, is gaining currency in film, media, and television studies, as well as environmental humanities and literary studies. Riffing on the well-known expression “sci-fi” (short for science fiction), cli-fi refers to a similarly transmedial, transnational category of fiction, film, television, and performance that engage with the urgent issue of climate change. We will watch and discuss a set of primary texts (films and television series), as well as secondary sources drawn from film, media, and television studies, and from the social sciences and journalism. One of the central aims is to develop a working definition of cli-fi in order to analyze climate change narratives and representations.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

- Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~
- Literatur All course texts will be made available on Stud.IP.

Feeling (L)it

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

Fr wöchentl. 12:00 - 16:00 14.10.2022 - 25.11.2022 1502 - 609

Kommentar In this class we will explore the connections, synergies, and limits of affect and literature. To borrow from Alex Houen’s *Affect and Literature*: “If affect extends to bodily sensation, then can it be conveyed adequately through language?” Can literature comprise the multidimensional, transtemporal dimensions of affect? How does literature express and represent feelings, sentiments, and experiences? How does literature navigate universal experience and individual positionality? And how can we translate our reading experiences into political responses?

By engaging with foundational texts from the field of phenomenology and affect theory, this class is designed to give an overview of theoretical approaches that are located in what has been termed the ‘affective turn’. Further, we will read and discuss contemporary fiction and deal specifically with forms and structures of writing that make us feel (l)it.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

- Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – AmerF1, 2, 3 / *Further Information* – anna-lena.oldehus@engsem.~
- Literatur All course texts will be made available on Stud.IP.

Fixing Problems in the Progressive Era

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

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 609

Kommentar The Progressive Era (1896-1916) is often remembered as a period of profound social thought on the role that state programs can play in the betterment of human society. Authors, philosophers, policymakers, journalists, and educators participated throughout this period in a national and international conversation about the state and other institutions' responsibilities to human individuals and human society, often appealing for the ultimate homogeneity of the human species. Nevertheless, authors argued constantly about *how* institutions could improve the human condition. This course engages these debates by insisting on their ultimate diversity. We will consider texts by Jane Addams, John Dewey, Zitkála-Šá, and Zora Neale Hurston, among many others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Foundations in the Critique of Capitalism

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix | Fagan, Abigail

Di wöchentl. 14:00 - 16:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar In this course, we'll engage key texts, authors, and ideas from the critical frameworks of Marxist theory and Black Studies. Both Marxist thought and Black Studies address the development of human society as we know it today on a global scale, as interconnected through the unequal distribution of power and resources. Through our readings and course discussions, we will address the entanglements, diversions, and critiques of and between each discourse. We will consider texts by Karl Marx and Friedrich Engels, Theodor Adorno, Fred Moten, and Angela Davis, among others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: violence; structural racism). Please contact us via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~ and abigail.fagan@engsem.~

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

Immigration in American Literature

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 1502 - 609

Kommentar In "Narratives of Migration and Estrangement", Sara Ahmed explains that: "Migration is not only felt at the level of lived embodiment. Migration is also a matter of generational acts of storytelling about prior histories of movement and dislocation." Indeed, we cannot raise questions about (im)migration without considering key elements such as storytelling, voice, visibility, identity, space, and mobility. These issues will be a central part of this

class as we will focus on representations of immigration in contemporary American literature. We will also consider the intersectionality of gender, class, marginalization, and hybridity that (re)shape immigrants' identities on the individual level and within their community.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: class, ethnicity, death, trauma, conflict). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – Iujain.youssef@engsem.~

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

Literary Theory Now

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

Mo wöchentl. 10:00 - 12:00 17.10.2022 - 23.01.2023 1502 - 103

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Maximale Teilnehmer*Innenzahl: 40

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

BritA

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis.

Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we will discuss as well.

We will use the novel to practice 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 practice 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.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – jana.gohrisch@engsem.~

Literatur

Required Reading

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

Andrea Levy. *The Long Song* (2010)

Canada: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar

In this course, students will explore the history, culture and literature of Canada, the second-largest country of the world by total area whose ten provinces and three territories extend from the Atlantic to the Pacific and northward into the Arctic Ocean.

We will study a variety of printed, visual and audio-visual material from Anglo-Canadian, Aboriginal, and immigrant cultural traditions: historiographic texts and historical documents, paintings by Emily Carr (British Columbia) and by The Group of Seven (working in Ontario in the first half of the 20th century).

We will pay special attention to the short stories by Alice Munro, winner of the Nobel Prize in Literature in 2013, and to First Nation writer Tomson Highway whose novel *Kiss of the Fur Queen* (1998) uses the trickster figure familiar from Cree oral culture.

We will focus on how Canadian artists and writers reflect on the constructions of history, identity, race, and gender to establish how their works have contributed to shape an understanding of Canadian culture.

To profit from the course, students have to be familiar with the analytical categories and theoretical paradigms of literary studies acquired in the Introduction to Literary Studies (AmerBritF1) and practiced in BritF3.

The non-graded course work (SL) will be a short presentation on a text or phenomenon from the assigned material.

Bemerkung

Registration – Stud.IP 01.-30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – jana.gohrisch@engsem.~

Literatur

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

Highway, Tomson. *Kiss of the Fur Queen* (novel, 1998)

Munro, Alice. "Boys and Girls", "A Bear Came over the Mountain", "Fiction" (short stories: <http://paulmcveigh.blogspot.de/2013/10/alice-munro-free-short-stories.html>)

Please, buy and bring your own copy of Highway's *Kiss of the Fur Queen*. The historiographic and the visual material as well as the poems and short stories will be provided in a reader available from Copyshop Stork (Körnerstraße) and on Stud.IP.

Please read Tomson Highway's novel and Alice Munro's short stories novel during term break, i.e. before the course begins.

Reader – copy shop Stork (Körnerstraße) and Stud.IP

Esclavitud y su abolición–Slavery and its abolition: Texte und Bilder aus der spanisch-, englisch- und französischsprachigen Karibik vom 18. Jahrhundert bis in die Gegenwart

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

Di wöchentl. 14:00 - 16:00 11.10.2022 - 28.01.2023 1502 - 703

Kommentar In diesem Seminar, das im Team-Teaching mit Prof. Gohrisch aus der Anglistik angeboten wird, werden wir Texte, Bilder und Filme lesen und diskutieren, die sich mit Sklaverei und Abschaffung in der weiteren Karibik seit dem 18. Jahrhundert beschäftigen. Aufgrund ihrer einzigartigen Kolonisationsgeschichte sind die Hauptsprachen der karibischen Inseln Spanisch, Englisch und Französisch (jeweils mit kreolisierten Versionen) sowie Niederländisch. Wir werden Texte und Filme in Spanisch, Englisch sowie kurze Texte auf Französisch untersuchen. Wir werden sicherstellen, dass alle Studierenden der Diskussion folgen können. Übersetzungen der jeweiligen Texte liegen vor.

Wir werden den intertextuellen und transnationalen Dialog zwischen einer britischen Sklavenerzählung und ihrer modernen französischen Theateradaption (*Mary Prince*) im Vergleich zu einer kubanischen Sklavenerzählung (*Manzano*) und dem britischen Spielfilm *Twelve Years a Slave*, der im US-amerikanischen Deep South spielt, einbeziehen. Wir werden den transnationalen Verlauf der kolonialen und postkolonialen Konzeptualisierungen von Sklavenaufständen von Aphra Behns Proto-Roman *Oronooko* über Saint-Lamberts Kurzgeschichte "Ziméo" bis hin zu Alejo Carpentiers Roman *El reino de este mundo* aus Kuba aufzeigen. Darüber hinaus werden wir visuelle Darstellungen der Versklavung und Abschaffung über die Sprachgrenze hinweg untersuchen (Girodet, Turner), wobei wir ein besonderes Augenmerk auf textliche und visuelle Figurationen der haitianischen Revolution legen.

In this seminar, offered in team-teaching with Prof. Bandau from Romance Studies, we will read and discuss texts, images and films that deal with slavery and abolition in the wider Caribbean since the 18th century. Due to its unique history of colonisation, the main languages of the Caribbean islands are English and French (each with creolised versions) as well as Spanish and Dutch. We shall explore texts and films in English as well as short texts in French and Spanish available in English a/o German translation. Although the seminar will be taught in German, we will make sure that all students will be able to follow the discussion by providing simultaneous translation of class discussions into English.

We will look at the first British slave narrative by a woman (*Mary Prince*) in comparison to a Cuban slave narrative (*Manzano*) and the British feature film *Twelve Years a Slave* set in the US American Deep South based on the slave narrative by Solomon Northup. We will establish the trajectory of colonial and postcolonial conceptualisations of slave rebellions from Aphra Behn's proto-novel *Oronooko* via Saint-Lambert's short tale "Ziméo" to Alejo Carpentier's *El reino de este mundo* from Cuba. In addition, we will study visual representations of enslavement and abolition by painters such as Anne-Louis Girodet and William Turner paying special attention to textual and visual figurations of the Haitian Revolution.

Literatur Die (Auszüge aus den) literarischen, visuellen und theoretischen Texten, die im Seminar behandelt werden, werden in einem digitalen Reader auf Stud.IP erhältlich sein.

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

The excerpts from the literary texts and the visual material covered in the seminar as well as the "Guidelines" will be available on Stud.IP.

Literary Representations of 19th-Century Labour Migration

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar This seminar draws on recent approaches in New Labour History to study the representation of labour migration in 19th-century British literature. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of British social, cultural and literary history acquired in the Survey lecture (BritF2), we shall investigate Matthew Lewis's *Journal of a West India Proprietor: Kept During a Residence in the Island of Jamaica* (1834) and Elizabeth Gaskell's industrial novel *North and South* (1854). Shifting the focus to the late 19th century, which saw the dramatic decline of the British Empire, the seminar concludes with a discussion of Joseph Conrad's *Heart of Darkness* (1899). You will work with definitions of terms and concepts by using relevant specialist literature such as encyclopedias, dictionaries and scholarly articles in order to determine how the texts negotiate the movement of people under the shifting conditions of industrial capitalism.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 / *Further Information* –hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022).

The "Guidelines" are for sale in Copyshop Stork, on Stud.IP or accessible here: www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please purchase Gaskell's *North and South* and Conrad's *Heart of Darkness* in well-annotated editions (e.g. Oxford World's Classics or Penguin Classics) and read at least Gaskell's novel prior to class. Lewis's *Journal* is available here: <https://www.gutenberg.org/files/54500/54500-h/54500-h.htm>.

All other material will be provided on Stud.IP at the beginning of the term.

The Gothic in British Literature

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

Mo wöchentl. 12:00 - 14:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Since its emergence in the late 18th century, the Gothic has proved one of the most productive modes in English-speaking literature. In this advanced class, we shall begin by reading a major representative of the genre, namely Horace Walpole's *The Castle of Otranto* (1764), arguably the first British gothic novel. Subsequently, we will discuss excerpts from Mary Shelley's *Frankenstein* (1818) before turning to numerous short stories in the gothic mode. Using the terminology from AmerBritF1, we shall consider the genre conventions of gothic texts, and analyse them in terms of their (Gothic) characters, plots, and settings. Apart from this narratological and structural approach, we shall use historical and cultural knowledge from the lecture series (BritF2) to consider how these

texts negotiate issues connected with the emergent middle classes, but also gender, imperialist and sexual themes. Please note: in accordance with the genre conventions of gothic literature, this class will feature numerous sensitive topics such as death, violence and abuse. AAS students are welcome to join this class as part of the AAS2 or AAS3 module.

Bemerkung Registration Stud.IP 01.09.-30.09.22 / Size restriction – 40 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information – janna-lena.neumann@engsem.uni-hannover.de

Literatur *Required Reading*

Please get hold of a scholarly edition of Horace Walpole's *The Castle of Otranto Reader* – copy shop Stork (Körnerstraße) and Stud.IP

Theories and Methods of Literary Studies

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

Mi wöchentl. 10:00 - 12:00 12.10.2022 - 25.01.2023 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 (SL) work is a short excerpt covering one chapter of Barry's *Beginning Theory*.

Bemerkung *Registration* – Stud.IP 01.-31.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

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

Brontë, Charlotte. *Jane Eyre*. Norton, 2016 (or: Oxford World's Classics or Penguin Classics editions complete with introduction and notes).

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

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 3) and on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

Reader – copy shop Stork (Körnerstraße) from 10 October 2022 and Stud.IP

Visions of the Future? - Anglophone Science Fiction through the Ages

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

Mo wöchentl. 14:00 - 16:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Science Fiction. Or is it 'Speculative Fiction'? Where do you draw that line? Terms that evoke associations of spaceships, alien lifeforms, innovative technology, strange worlds, utopian worlds, dystopian worlds a little too familiar... A literature that asks the question: 'what if?'

In this seminar we will examine the development of the genre from the 1890s until today. We will begin by addressing the difficulty of defining science fiction, considering excerpts from antecedents published before the nineteenth century and then go on to consider our first case study, H.G. Wells' novel *The Time Machine* (1895). Turning to short stories from the so-called Golden Age as well as by authors such as Ray Bradbury, James Tiptree Jr., Ursula K. Le Guin and more we will continue to explore the worlds imagined and the political and ethical issues raised by those texts as well as the cultural and historical contexts of their publication. To close the seminar, we will examine Naomi Alderman's novel *The Power* (2016). Throughout the seminar we will be applying theoretical frameworks such as Structuralism, Postcolonial Theory, Gender Studies, Ecocriticism and Posthumanism.

During term break please pick your favourite sf text and be prepared to introduce it and why you consider it to be sf in our first session.

Please purchase your own copies of H.G. Wells *The Time Machine* (1895) and Naomi Alderman: *The Power* (2016). All short stories and secondary texts will be made available on Stud.IP.

Bemerkung Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –elena.ippendorf@engsem.~

Literatur Bould, Mark ed. *The Routledge Companion to Science Fiction* (2009)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021)

Roberts, Adam. *Science Fiction* (2006)

Welsh Writing in English - Writing the Nation?

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

Mo wöchentl. 18:00 - 20:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Out of the four nations of the UK, Wales is the one most frequently overlooked, its separate identity conflated with that of England, its former coloniser. Since Wales is arguably a stateless nation, imaginative narratives of nation are of particular importance to notions of national identity.

In this seminar we will be examining how a diverse range of authors are 'writing Wales', imagining and constructing the nation, in English, the language of the former coloniser.

We will cover poetry by R.S. Thomas, Gwyneth Lewis and Hanan Issa and short stories by Margiad Evans and Leonora Brito, set in rural Wales and Cardiff's Butetown respectively.

Continuing to scrutinise narratives of nation we will then turn to Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001) set in the titular seaside town and the feature film *Pride* (2014), directed by Matthew Warchus, about the unlikely alliance between a Lesbian and Gay activist group from London and a small mining community in the Valleys during the miners' strike 1984-5.

We will consider both the regional specificity of the texts as well as trace recurring themes across geographical and generic lines. Throughout the seminar we will apply theoretical frameworks such as Structuralism, Gender and Queer Studies, Postcolonial Theory, and Film Studies.

Please purchase your own copy of Malcolm Pryce: *Aberystwyth Mon Amour* (2001) as well as access to the film *Pride* (2014). All other texts will be made available on Stud.IP.

During term break please read up on Welsh history as well as the basic principles of literary analysis (see recommendations).

- Bemerkung Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –elena.ippendorf@engsem.~
- Literatur Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021)
- Johnes, Martin. *Wales: England's Colony?* (2019)
- Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. 4th edition (2014)

LingA1

Learner Corpus Research

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

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 703

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

- Bemerkung Registration – StudIP 01.09. - 30.09.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~
- Literatur Required Reading - Texts will be provided in class.

Linguistic Landscape(s)

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

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

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

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

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

Bemerkung

Registration – Stud.IP 01.09.2022-30.09.2022

Size restriction – 25

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

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

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

Literatur

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

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

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

Politeness in English

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

Kommentar

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

This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest.

The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources.

We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms 'polite' or 'impolite' to linguistic phenomena.

We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony ('mock politeness') and banter ('mock impoliteness').

Bemerkung

Registration – Stud.IP 01.09.2022-30.09.2022

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

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

Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.

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

LingA2

Learner Corpus Research

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

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 703

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

Bemerkung Registration – StudIP 01.09. - 30.09.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

Linguistic Landscape(s)

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

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

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

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

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

Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

Size restriction – 25

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

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

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

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

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

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

Politeness in English

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

Kommentar We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans 'encode' states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments.

This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest.

The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources.

We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms 'polite' or 'impolite' to linguistic phenomena.

We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony ('mock politeness') and banter ('mock impoliteness').

Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

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

Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.

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

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

AmerA

After the Cold War: Post-Socialist Immigration Literature

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

Di wöchentl. 12:00 - 14:00 25.10.2022 - 23.01.2023 1502 - 609

Kommentar The war in Ukraine has cast a spotlight on the post-Soviet world with its rich and variegated literary cultures. Immigrant authors stemming from the countries of the former Eastern bloc have left their mark on contemporary US-American literature, too, gesturing back to the rich legacy of Jewish-American immigrant writing from the beginning of the century, while also disclosing a variety of other themes and concerns. Authors whose families came from Russia, Ukraine, Poland, former Yugoslavia and many other countries

insist on their specific religious, linguistic, and cultural backgrounds, but in the public perception they often tend to be lumped together. While the texts of writers such as Gary Shteyngart, Anya Ulinich, Irina Reyn or Elena Akhtiorskaya often draw explicitly on the writings of their famous predecessors (Abraham Cahan, Mary Antin, Anzia Yeznierska, Henry Roth and many more), they also play around with this legacy and thus go far beyond it. In this class, we will start by briefly discussing the literary traditions to then turn to some selected contemporary texts. We will be particularly concerned with how this literature enacts ethnicity, whiteness and differences of class and status.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations

Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

Literatur Please purchase the graphic novel *Lena Finckle's Magic Barrel* by Anya Ulinich. Further reading will be announced on StudIP as the semester approaches.

Celebrities: Stars in US-American Mass Culture, 1900-1930

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

Mo wöchentl. 12:00 - 14:00 24.10.2022 - 24.01.2023 1502 - 609

Kommentar This course will explore the celebrity cults that emerged as an integral part of US-American mass entertainment culture at the beginning of the twentieth century. We will be concerned with a variety of media – theater, film, literature, magazine culture – and investigate the ways in which famous personalities were produced (or ‘made themselves’) in particular media to then cross over into other fields and areas of entertainment culture. To get a more nuanced perspective, we shall approach celebrities in close conjunction with stories of fame and failure, and thus also be concerned with the popular narratives of the day that framed and shaped ideas of success and stardom.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

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

Climate Change Screen Cultures

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

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 1502 - 609

Kommentar In this course, we will research the relatively new phenomenon of “cli-fi.” This term, coined in the early 21st-century, is gaining currency in film, media, and television studies, as well as environmental humanities and literary studies. Riffing on the well-known expression “sci-fi” (short for science fiction), cli-fi refers to a similarly transmedial, transnational category of fiction, film, television, and performance that engage with the urgent issue of climate change. We will watch and discuss a set of primary texts (films and television series), as well as secondary sources drawn from film, media, and television studies, and from the social sciences and journalism. One of the central aims is to develop a working definition of cli-fi in order to analyze climate change narratives and representations.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag

(e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

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

Feeling (L)it

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

Fr wöchentl. 12:00 - 16:00 14.10.2022 - 25.11.2022 1502 - 609

Kommentar In this class we will explore the connections, synergies, and limits of affect and literature. To borrow from Alex Houen's *Affect and Literature*: "If affect extends to bodily sensation, then can it be conveyed adequately through language?" Can literature comprise the multidimensional, transtemporal dimensions of affect? How does literature express and represent feelings, sentiments, and experiences? How does literature navigate universal experience and individual positionality? And how can we translate our reading experiences into political responses?

By engaging with foundational texts from the field of phenomenology and affect theory, this class is designed to give an overview of theoretical approaches that are located in what has been termed the 'affective turn'. Further, we will read and discuss contemporary fiction and deal specifically with forms and structures of writing that make us feel (l)it.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – AmerF1, 2, 3 / *Further Information* – anna-lena.oldehus@engsem.~

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

Fixing Problems in the Progressive Era

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

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 609

Kommentar The Progressive Era (1896-1916) is often remembered as a period of profound social thought on the role that state programs can play in the betterment of human society. Authors, philosophers, policymakers, journalists, and educators participated throughout this period in a national and international conversation about the state and other institutions' responsibilities to human individuals and human society, often appealing for the ultimate homogeneity of the human species. Nevertheless, authors argued constantly about *how* institutions could improve the human condition. This course engages these debates by insisting on their ultimate diversity. We will consider texts by Jane Addams, John Dewey, Zitkála-Šá, and Zora Neale Hurston, among many others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Foundations in the Critique of Capitalism

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix | Fagan, Abigail

Di wöchentl. 14:00 - 16:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar In this course, we'll engage key texts, authors, and ideas from the critical frameworks of Marxist theory and Black Studies. Both Marxist thought and Black Studies address the development of human society as we know it today on a global scale, as interconnected through the unequal distribution of power and resources. Through our readings and course discussions, we will address the entanglements, diversions, and critiques of and between each discourse. We will consider texts by Karl Marx and Friedrich Engels, Theodor Adorno, Fred Moten, and Angela Davis, among others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: violence; structural racism). Please contact us via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~ and abigail.fagan@engsem.~

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

Immigration in American Literature

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 1502 - 609

Kommentar In "Narratives of Migration and Estrangement", Sara Ahmed explains that: "Migration is not only felt at the level of lived embodiment. Migration is also a matter of generational acts of storytelling about prior histories of movement and dislocation." Indeed, we cannot raise questions about (im)migration without considering key elements such as storytelling, voice, visibility, identity, space, and mobility. These issues will be a central part of this class as we will focus on representations of immigration in contemporary American literature. We will also consider the intersectionality of gender, class, marginalization, and hybridity that (re)shape immigrants' identities on the individual level and within their community.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: class, ethnicity, death, trauma, conflict). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – lujain.youssef@engsem.~

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

Literary Theory Now

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

Mo wöchentl. 10:00 - 12:00 17.10.2022 - 23.01.2023 1502 - 103

Kommentar This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant and in which they tend to be challenged. This class will not provide an overview of the different stages of theorization from the past to the present, but rather be concerned with how literary

studies 'work,' and how students can engage with and employ theory in their own work. To this end, we will explore different modes of reading and of analysis, moving from critical inquiry to practical application.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Maximale Teilnehmer*Innenzahl: 40

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

BritA

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis.

Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we will discuss as well.

We will use the novel to practice 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 practice 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.- 30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

Andrea Levy. *The Long Song* (2010)

Canada: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar	<p>In this course, students will explore the history, culture and literature of Canada, the second-largest country of the world by total area whose ten provinces and three territories extend from the Atlantic to the Pacific and northward into the Arctic Ocean.</p> <p>We will study a variety of printed, visual and audio-visual material from Anglo-Canadian, Aboriginal, and immigrant cultural traditions: historiographic texts and historical documents, paintings by Emily Carr (British Columbia) and by The Group of Seven (working in Ontario in the first half of the 20th century).</p> <p>We will pay special attention to the short stories by Alice Munro, winner of the Nobel Prize in Literature in 2013, and to First Nation writer Tomson Highway whose novel <i>Kiss of the Fur Queen</i> (1998) uses the trickster figure familiar from Cree oral culture.</p> <p>We will focus on how Canadian artists and writers reflect on the constructions of history, identity, race, and gender to establish how their works have contributed to shape an understanding of Canadian culture.</p> <p>To profit from the course, students have to be familiar with the analytical categories and theoretical paradigms of literary studies acquired in the Introduction to Literary Studies (AmerBritF1) and practiced in BritF3.</p> <p>The non-graded course work (SL) will be a short presentation on a text or phenomenon from the assigned material.</p>
Bemerkung	<p><i>Registration</i> – Stud.IP 01.-30.09.2022 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / <i>Size restriction</i> – 40 / <i>Further Information</i> – jana.gohrisch@engsem.~</p>
Literatur	<p><i>Required Reading and Purchase</i></p> <p>Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)</p> <p>https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/</p> <p>Highway, Tomson. <i>Kiss of the Fur Queen</i> (novel, 1998)</p> <p>Munro, Alice. "Boys and Girls", "A Bear Came over the Mountain", "Fiction" (short stories: http://paulmcveigh.blogspot.de/2013/10/alice-munro-free-short-stories.html)</p> <p>Please, buy and bring your own copy of Highway's <i>Kiss of the Fur Queen</i>. The historiographic and the visual material as well as the poems and short stories will be provided in a reader available from Copyshop Stork (Körnerstraße) and on Stud.IP.</p> <p>Please read Tomson Highway's novel and Alice Munro's short stories novel during term break, i.e. before the course begins.</p> <p><i>Reader</i> – copy shop Stork (Körnerstraße) and Stud.IP</p>

Esclavitud y su abolición—Slavery and its abolition: Texte und Bilder aus der spanisch-, englisch- und französischsprachigen Karibik vom 18. Jahrhundert bis in die Gegenwart

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

Di wöchentl. 14:00 - 16:00 11.10.2022 - 28.01.2023 1502 - 703

Kommentar	<p>In diesem Seminar, das im Team-Teaching mit Prof. Gohrisch aus der Anglistik angeboten wird, werden wir Texte, Bilder und Filme lesen und diskutieren, die sich mit Sklaverei und Abschaffung in der weiteren Karibik seit dem 18. Jahrhundert beschäftigen. Aufgrund ihrer einzigartigen Kolonisationsgeschichte sind die Hauptsprachen der karibischen Inseln Spanisch, Englisch und Französisch (jeweils mit kreolisierten Versionen) sowie Niederländisch. Wir werden Texte und Filme in Spanisch, Englisch sowie kurze Texte auf Französisch untersuchen. Wir werden sicherstellen, dass alle Studierenden der Diskussion folgen können. Übersetzungen der jeweiligen Texte liegen vor.</p> <p>Wir werden den intertextuellen und transnationalen Dialog zwischen einer britischen Sklavenerzählung und ihrer modernen französischen Theateradaption (Mary Prince)</p>
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im Vergleich zu einer kubanischen Sklavenerzählung (Manzano) und dem britischen Spielfilm *Twelve Years a Slave*, der im US-amerikanischen Deep South spielt, einbeziehen. Wir werden den transnationalen Verlauf der kolonialen und postkolonialen Konzeptualisierungen von Sklavenaufständen von Aphra Behns Proto-Roman *Oronooko* über Saint-Lamberts Kurzgeschichte "Ziméo" bis hin zu Alejo Carpentiers Roman *El reino de este mundo* aus Kuba aufzeigen. Darüber hinaus werden wir visuelle Darstellungen der Versklavung und Abschaffung über die Sprachgrenze hinweg untersuchen (Girodet, Turner), wobei wir ein besonderes Augenmerk auf textliche und visuelle Figurationen der haitianischen Revolution legen.

In this seminar, offered in team-teaching with Prof. Bandau from Romance Studies, we will read and discuss texts, images and films that deal with slavery and abolition in the wider Caribbean since the 18th century. Due to its unique history of colonisation, the main languages of the Caribbean islands are English and French (each with creolised versions) as well as Spanish and Dutch. We shall explore texts and films in English as well as short texts in French and Spanish available in English a/o German translation. Although the seminar will be taught in German, we will make sure that all students will be able to follow the discussion by providing simultaneous translation of class discussions into English.

We will look at the first British slave narrative by a woman (*Mary Prince*) in comparison to a Cuban slave narrative (*Manzano*) and the British feature film *Twelve Years a Slave* set in the US American Deep South based on the slave narrative by Solomon Northup. We will establish the trajectory of colonial and postcolonial conceptualisations of slave rebellions from Aphra Behn's proto-novel *Oronooko* via Saint-Lambert's short tale "Ziméo" to Alejo Carpentier's *El reino de este mundo* from Cuba. In addition, we will study visual representations of enslavement and abolition by painters such as Anne-Louis Girodet and William Turner paying special attention to textual and visual figurations of the Haitian Revolution.

Literatur

Die (Auszüge aus den) literarischen, visuellen und theoretischen Texten, die im Seminar behandelt werden, werden in einem digitalen Reader auf Stud.IP erhältlich sein.

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

The excerpts from the literary texts and the visual material covered in the seminar as well as the "Guidelines" will be available on Stud.IP.

Literary Representations of 19th-Century Labour Migration

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar

This seminar draws on recent approaches in New Labour History to study the representation of labour migration in 19th-century British literature. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of British social, cultural and literary history acquired in the Survey lecture (BritF2), we shall investigate Matthew Lewis's *Journal of a West India Proprietor: Kept During a Residence in the Island of Jamaica* (1834) and Elizabeth Gaskell's industrial novel *North and South* (1854). Shifting the focus to the late 19th century, which saw the dramatic decline of the British Empire, the seminar concludes with a discussion of Joseph Conrad's *Heart of Darkness* (1899). You will work with definitions of terms and concepts by using relevant specialist literature such as encyclopedias, dictionaries and scholarly articles in order to determine how the texts negotiate the movement of people under the shifting conditions of industrial capitalism.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 / *Further Information* –hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022).

The "Guidelines" are for sale in Copyshop Stork, on Stud.IP or accessible here: www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please purchase Gaskell's *North and South* and Conrad's *Heart of Darkness* in well-annotated editions (e.g. Oxford World's Classics or Penguin Classics) and read at least Gaskell's novel prior to class. Lewis's *Journal* is available here:<https://www.gutenberg.org/files/54500/54500-h/54500-h.htm>).

All other material will be provided on Stud.IP at the beginning of the term.

The Gothic in British Literature

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

Mo wöchentl. 12:00 - 14:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Since its emergence in the late 18th century, the Gothic has proved one of the most productive modes in English-speaking literature. In this advanced class, we shall begin by reading a major representative of the genre, namely Horace Walpole's *The Castle of Otranto* (1764), arguably the first British gothic novel. Subsequently, we will discuss excerpts from Mary Shelley's *Frankenstein* (1818) before turning to numerous short stories in the gothic mode. Using the terminology from AmerBritF1, we shall consider the genre conventions of gothic texts, and analyse them in terms of their (Gothic) characters, plots, and settings. Apart from this narratological and structural approach, we shall use historical and cultural knowledge from the lecture series (BritF2) to consider how these texts negotiate issues connected with the emergent middle classes, but also gender, imperialist and sexual themes. Please note: in accordance with the genre conventions of gothic literature, this class will feature numerous sensitive topics such as death, violence and abuse. AAS students are welcome to join this class as part of the AAS2 or AAS3 module.

Bemerkung Registration Stud.IP 01.09.-30.09.22 / Size restriction – 40 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information – janna-lena.neumann@engsem.uni-hannover.de

Literatur *Required Reading*

Please get hold of a scholarly edition of Horace Walpole's *The Castle of Otranto Reader* – copy shop Stork (Körnerstraße) and Stud.IP

Theories and Methods of Literary Studies

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

Mi wöchentl. 10:00 - 12:00 12.10.2022 - 25.01.2023 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 (SL) work is a short excerpt covering one chapter of Barry's *Beginning Theory*.

Bemerkung

Registration – Stud.IP 01.-31.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur

Required Reading and Purchase

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

Brontë, Charlotte. *Jane Eyre*. Norton, 2016 (or: Oxford World's Classics or Penguin Classics editions complete with introduction and notes).

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

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 3) and on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

Reader – copy shop Stork (Körnerstraße) from 10 October 2022 and Stud.IP

Visions of the Future? - Anglophone Science Fiction through the Ages

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

Mo wöchentl. 14:00 - 16:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar

Science Fiction. Or is it 'Speculative Fiction'? Where do you draw that line? Terms that evoke associations of spaceships, alien lifeforms, innovative technology, strange worlds, utopian worlds, dystopian worlds a little too familiar... A literature that asks the question: '*what if?*'.

In this seminar we will examine the development of the genre from the 1890s until today. We will begin by addressing the difficulty of defining science fiction, considering excerpts from antecedents published before the nineteenth century and then go on to consider our first case study, H.G. Wells' novel *The Time Machine* (1895). Turning to short stories from the so-called Golden Age as well as by authors such as Ray Bradbury, James Tiptree Jr., Ursula K. Le Guin and more we will continue to explore the worlds imagined and the political and ethical issues raised by those texts as well as the cultural and historical contexts of their publication. To close the seminar, we will examine Naomi Alderman's novel *The Power* (2016). Throughout the seminar we will be applying theoretical frameworks such as Structuralism, Postcolonial Theory, Gender Studies, Ecocriticism and Posthumanism.

During term break please pick your favourite sf text and be prepared to introduce it and why you consider it to be sf in our first session.

Please purchase your own copies of H.G. Wells *The Time Machine* (1895) and Naomi Alderman: *The Power* (2016). All short stories and secondary texts will be made available on Stud.IP.

Bemerkung	Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –elena.ippendorf@engsem.~
Literatur	Bould, Mark ed. <i>The Routledge Companion to Science Fiction</i> (2009) Gohrisch, Jana. “Guidelines and Reading Material British and Postcolonial Studies” (2021) Roberts, Adam. <i>Science Fiction</i> (2006)

Welsh Writing in English - Writing the Nation?

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

Mo wöchentl. 18:00 - 20:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Out of the four nations of the UK, Wales is the one most frequently overlooked, its separate identity conflated with that of England, its former coloniser. Since Wales is arguably a stateless nation, imaginative narratives of nation are of particular importance to notions of national identity.

In this seminar we will be examining how a diverse range of authors are ‘writing Wales’, imagining and constructing the nation, in English, the language of the former coloniser.

We will cover poetry by R.S. Thomas, Gwyneth Lewis and Hanan Issa and short stories by Margiad Evans and Leonora Brito, set in rural Wales and Cardiff’s Butetown respectively.

Continuing to scrutinise narratives of nation we will then turn to Malcolm Pryce’s postmodern crime novel *Aberystwyth Mon Amour* (2001) set in the titular seaside town and the feature film *Pride* (2014), directed by Matthew Warchus, about the unlikely alliance between a Lesbian and Gay activist group from London and a small mining community in the Valleys during the miners’ strike 1984-5.

We will consider both the regional specificity of the texts as well as trace recurring themes across geographical and generic lines. Throughout the seminar we will apply theoretical frameworks such as Structuralism, Gender and Queer Studies, Postcolonial Theory, and Film Studies.

Please purchase your own copy of Malcolm Pryce: *Aberystwyth Mon Amour* (2001) as well as access to the film *Pride* (2014). All other texts will be made available on Stud.IP.

During term break please read up on Welsh history as well as the basic principles of literary analysis (see recommendations).

Bemerkung	Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –elena.ippendorf@engsem.~
Literatur	Gohrisch, Jana. “Guidelines and Reading Material British and Postcolonial Studies” (2021) Johnes, Martin. <i>Wales: England’s Colony?</i> (2019) Nünning, Vera and Ansgar. <i>An Introduction to the Study of English and American Literature</i> . 4th edition (2014)

LingA1

Learner Corpus Research

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

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 703

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

Instruction), as well as by work in teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.

Bemerkung Registration – StudIP 01.09. - 30.09.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~
Literatur Required Reading - Texts will be provided in class.

Linguistic Landscape(s)

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

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

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

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

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

Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

Size restriction – 25

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

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

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

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

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

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

Politeness in English

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

Kommentar We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social

and cultural values of social groups or even a whole society, helping us to understand how humans 'encode' states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments.

This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest.

The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources.

We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms 'polite' or 'impolite' to linguistic phenomena.

We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony ('mock politeness') and banter ('mock impoliteness').

Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

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

Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.

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

LingA2

Learner Corpus Research

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

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 703

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Bemerkung *Registration* – StudIP 01.09. - 30.09.2022 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur *Required Reading* - Texts will be provided in class.

Linguistic Landscape(s)

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions

and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.

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

Bemerkung

Registration – Stud.IP 01.09.2022-30.09.2022

Size restriction – 25

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

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

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

Literatur

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

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

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Politeness in English

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

Kommentar

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

This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest.

The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources.

We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject

the prevalent view that it is impossible to apply the terms 'polite' or 'impolite' to linguistic phenomena.

We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony ('mock politeness') and banter ('mock impoliteness').

Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

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

Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.

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

Professionalisierungsbereich: Schlüsselkompetenzen

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

English Theatre Workshop

Workshop, SWS: 6
Bennett, Peter

Mi wöchentl. 14:00 - 18:00 12.10.2022 - 25.01.2023 1501 - -119

So wöchentl. 14:00 - 18:00 27.11.2022 - 22.01.2023 1501 - -119

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

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

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

Credits:

Außerschulisch FüBA: SK A and SK B

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

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

Master: just for fun

Bemerkung *Registration* – 12.10.21, 14:00 in the Theatre Room / *Prerequisites* – none / *Assessment Tasks* – participation in all aspects of the production / *Further Information* – peter.bennett@engsem.~

Lektüre-Kolloquium des Literarischen Salons: Neuestes vom Buchmarkt

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

Mi wöchentl. 16:00 - 18:00 19.10.2022 - 28.01.2023 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 19.10.2022 - 28.01.2023 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

Presentation Skills

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne | O'Carroll, Edward

Fr wöchentl. 10:00 - 12:00 14.10.2022 - 27.01.2023 1502 - 709

Kommentar This course will focus on skills needed to give academic and formal presentations. By practising and analysing our own and others' presentations, we will examine the role of body language, vocal skills, technical support (e.g. PowerPoints), and presentation structure.

This course may be taken for the following credits:

FüBA außerschulisch: as SPE1 or SPE2 or SK A or SK B

FüBA/TE schulisch (started before 01.10.19): as 'old' SK, either Bereich A or B

FüBA/TE/M LG schulisch (started since 01.10.19): just for fun/interest

Master AAS: AAS8

Politics Wahlpflichtmodule: SPE1 or SPE2

Bemerkung *Registration* – StudIP 01.09.2022-15.09.2022 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework and participation + one oral presentation. PL: (SPE only) 90-minute exam / *Further Information* – anne.gans@engsem.~

SPE/SK: Digitalisation in the Classroom

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 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. Each group will be taught by both instructors on a rotating schedule, so students will experience two instructors with a diverse range of experience, expertise, teaching styles, backgrounds and pronunciations.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

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 Wahlpflichtmodule: SPE1 or SPE2

Bemerkung

Registration – StudIP 01.09.22-15.09.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: one written task/oral presentation. PL (SPE only): 90-minute written exam / Further Information – anne.gans@engsem.~

SPE/SK: Diversity

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 1502 - 703

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 both instructors on a rotating schedule, so students will experience two 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.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

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 Wahlpflichtmodule: SPE1 or SPE2

Bemerkung Registration – StudIP 01.09.22-15.09.22 / 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

Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 40
Jalanesh, Aida

Do wöchentl. 14:00 - 16:00 20.10.2022 - 26.01.2023 1502 - 609

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

Bemerkung Registration – Stud.IP 01.09. - 15.10.22 / Prerequisites – none / Further Information – aida.jalanesh@engsem.~

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

Introduction to Linguistics I

Vorlesung, SWS: 2
Jalanesh, Aida

Do wöchentl. 12:00 - 14:00 20.10.2022 - 26.01.2023 1502 - 003

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

Bemerkung Registration – Stud.IP 01.09. - 15.10.22 / Prerequisites – none / Further Information – aida.jalanesh@engsem.~

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

Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 40
Troitzschel, Yasmin

Mi wöchentl. 16:00 - 18:00 19.10.2022 - 25.01.2023 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 01.09. - 15.10.22 / <i>Prerequisites</i> – none / <i>Further Information</i> – aida.jalanesh@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, Max. Teilnehmer: 20
Troitzschel, Yasmin

Mi wöchentl. 12:00 - 14:00 19.10.2022 - 25.01.2023 1502 - 709

Kommentar	The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it fulfils. This course is a sequel to Introduction to Linguistics I and will cover areas such as semantics and pragmatics, sociolinguistics, varieties of English, and historical linguistics.
Bemerkung	Registration – Stud.IP 01.09. - 30.09.2022 / <i>Prerequisites</i> – LingF1 / <i>Further Information</i> – yasmin.troitzschel@engsem.~
Literatur	Required Reading: Herbst, Thomas. 2010. <i>English Linguistics</i> . Berlin/New York: Walter de Gruyter.

LingF3

Phonetics & Phonology for Bachelor Students

Vorlesung, SWS: 2
Altendorf, Ulrike

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 003

Kommentar	This course will introduce students to segmental and supra-segmental features of the major reference accents of English, Received Pronunciation (RP) and General American (GA). The theoretical angle will be contrastive and variationist preparing students for both branches of their future studies. From a contrastive point of view, we will be focusing on differences between RP and General American on the one hand and High German on the other hand. From a variationist point of view, we will be studying current and recent trends in standard accents and major regional varieties. Students will also develop skills in perceiving, articulating and transcribing vowels, diphthongs and consonants using IPA symbols.
Bemerkung	<i>Registration</i> – Stud.IP 01.09.-30.09.2022 / <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

Foundations Literature and Culture (AmerBritF1)

AmerBritF1

Introduction to Literary Studies

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

Mo wöchentl. 14:00 - 16:00 17.10.2022 - 23.01.2023 1502 - 609

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 (including poetry, comics, and film) and periods (from the nineteenth to the twenty-first century).

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP 1.9.-16.10.2022 / *Prerequisites* – none / *Further Information* – ilka.brasch@engsem.~

Maximale Teilnehmer*innenzahl: 40

Literatur The theoretical texts and primary material for this class will be made available on Stud.IP since we do not operate with a dedicated textbook.

Introduction to Literary Studies

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

Mi wöchentl. 10:00 - 12:00 19.10.2022 - 25.01.2023 1502 - 609

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 (including poetry, comics, and film) and periods (from the nineteenth to the twenty-first century).

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP 1.9.-16.10.2022 / *Prerequisites* – none / *Further Information* – anna-lena.oldehus@engsem.~

Maximale Teilnehmer*innenzahl: 40

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.

Introduction to Literary Studies

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

Mo wöchentl. 10:00 - 12:00 17.10.2022 - 23.01.2023 1502 - 703

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

Bemerkung Registration Stud.IP 01.09.-10.10.22 / Size restriction – 40 / Prerequisites – none / Further Information – janna-lena.neumann@engsem.uni-hannover.de

Literatur Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Trans. Jane Dewhurst. Stuttgart: Klett, 2004

Reader - copy shop Stork (Körnerstraße) and Stud.IP from 11.10.2022

Introduction to Literary Studies

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

Mi wöchentl. 08:00 - 10:00 19.10.2022 - 25.01.2023 1502 - 703

Kommentar This course is a general introduction to Literary Studies and aims at familiarising students with the fundamentals necessary for the study of literatures in English.

The course will acquaint students with different theoretical approaches to literature as well as important critical concepts, tools and methods in order to further their skills in description, analysis and interpretation. For illustration and practice, we will draw on representative, mainly British texts from a variety of genres and periods.

We will concentrate on codes and conventions, which means paying special attention to the aesthetic shape of the literary texts.

Bemerkung Registration – Stud.IP 01.09.2022-10.10.2022 / Prerequisites – none / Further Information – jana.gohrisch@engsem.uni-hannover.de

Literatur Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

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

All other materials will be provided in a reader available from Copyshop Stork (Körnerstraße) and on Stud.IP.

Reader – Copyshop Stork (Körnerstraße) from 10 October 2022 and Stud.IP

Intermediate American Literature and Culture (AmerF2/AmerF3)

AmerF2

Survey of North American Literature and Culture

Vorlesung, SWS: 2
Mayer, Ruth

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 1502 - 103

Kommentar This lecture will provide an introduction to North American literature and culture from the beginnings of colonization to the present time. We will be concerned with the emergence of a national ideology against the backdrop of religious and social conflicts, casting a

close look at the way religious, political, and aesthetic lines of expression interact in the representations of revolution, independence and the negotiations around national identity and manifest destiny. It will focus on the interactions between minorities and a mainstream, marginalized groups and powerful parties, and investigate the emergence of cultural categories of distinction (the high, the low, and the middle). A reader with additional course material will be made available at the beginning of the class. Please refer to the course page on StudIP for further information as the semester approaches. The lectures will be recorded and uploaded together with power point presentations on StudIP.

Bemerkung *Registration* – Stud.IP 1.9.-16.10.2022 / *Prerequisites* – none / *Further Information* – ruth.mayer@engsem.~

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

AmerF3

Beginning Film Analysis: Horror Movies

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

Mo wöchentl. 16:00 - 18:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar This seminar offers an introduction to the basics of film analysis and interpretation, using US-American horror films from the last four decades as examples. The seminar addresses fundamental elements of film language, basics of film narratology, the role of special effects, as well as the narrative appeals, visceral spectacles, and ideological messages of the horror genre. To engage with these issues, the seminar considers both modern classics, such as Ridley Scott's *Alien* (1979), John Carpenter's *The Thing* (1982), or Bernard Rose's *Candyman* (1992) as well as more recent films such as Gore Verbinski's *The Ring* (2002), Karyn Kusama's *The Invitation* (2015), and Jordan Peele's *Get Out* (2017) (the final selection of films will be announced at the start of the semester).

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death; graphic violence). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP 01.09. – 30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / *Further information* – felix.brinker@engsem.~

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

Realism, Modernism, and Visuality

Seminar, SWS: 2, Max. Teilnehmer: 30
Czelustek, Sabrina

Di wöchentl. 14:00 - 16:00 11.10.2022 - 24.01.2023 1502 - 609

Kommentar The second half of the nineteenth and the first decades of the twentieth century cover the period of what literary history refers to as Realism and Modernism. Historically speaking, it was a time of upheaval on both sides of the Atlantic. Numerous technological inventions plus a series of sociocultural and scientific developments mark this period. Photography and film, alongside numerous other media of visual representation, impacted on the ways in which reality was now thought and experienced. This brought about a new obsession with visuality and the emergence of visual modes of narration and visual narratives such as trompe l'oeil, illustrated magazines, or comics. This course will investigate the specific relation of Realism/Modernism and the visual. Focusing on the United States and occasionally addressing Europe, we will consider the technological and material conditions as well as the social, cultural, and historical context to understand how and why the visual became such a central mode of perception during this time. In addition, we will engage with a wide range of contemporary texts, taking into consideration how

images entered into written narratives, how text/image relations were established and used, and how the new interest in visuality transformed the very idea of narrative at large.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung Registration – Stud.IP 01.09. – 30.09.22 / Prerequisites – AmerBritF1 / Further Information – sabrina.czelustek@engsem.~

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

True Womanhood? Nineteenth-Century Idea(l)s of Femininity

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

Mo wöchentl. 10:00 - 12:00 10.10.2022 - 23.01.2023 1502 - 609

Kommentar In this course we will investigate the conceptualizations of gender in the United States of the early to mid-nineteenth century. We will start by discussing exemplary texts charting the so-called 'cult of domesticity' and the model figure of the true woman. In doing so, we will also investigate the limits of the gender ideology of the time. 'True women' could be all sorts of things, and the idea allowed for considerable agency. The ideology applied to white middle-class women, but it affected women of color, immigrant women and working-class women likewise. We shall also see that there was no sharp divide between the 'true' and the 'new' woman, and that the transition between the models of womanhood was fleeting. We will be concerned with literary texts, political manifestos, guidebooks and manuals, essays and speeches, and thus engage with a broad range of different texts sorts and genres.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP 01.09. – 30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture / Further information – ruth.mayer@engsem.~

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

Intermediate British Literature and Culture (BritF2/BritF3)

BritF2

BritF3

Practising Literary Criticism: British Literatures and Cultures

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

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar The seminar accompanies but does not substitute the BritF2 Survey. Participation in the weekly (online) lecture is mandatory 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 special focus will be on William Shakespeare's *As You Like It* and Mary Shelley's *Frankenstein*. Further texts discussed in class will include Shakespearean sonnets, excerpts from narrative and dramatic texts (Jane Austen's *Pride and Prejudice* as well as Oscar Wilde's *The Importance of Being Earnest*), poems by John Agard and Grace Nichols as well as paintings by J.M.W. Turner. We shall

investigate how these 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 encyclopaedias, dictionaries and scholarly texts.

Bemerkung Registration – Stud.IP 01.09.-30.09.2022 / Prerequisites – AmerBritF1; recommended: BritF2 / Further Information –hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022).

The "Guidelines" are for sale in Copyshop Stork, on Stud.IP or accessible here: www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please get hold of Shakespeare's *As You Like It* in the Arden edition (ed. Juliet Dusinberre, 2006) and Shelley's *Frankenstein* in a well-annotated edition (Oxford World's Classics or Penguin Classics) and read at least Shakespeare's play prior to class. All other primary and secondary material will be provided in a reader available for purchase from Copyshop Stork and on Stud.IP at the beginning of the term.

Reader – Copyshop Stork (Körnerstraße 3) from 10.10.2022 and Stud.IP

Foundations Language Practice (SP1/SP2)

SP1

Vocabulary and Pronunciation - Blockkurs

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

Block	09:00 - 13:00	04.10.2022 - 07.10.2022	1502 - 615
Kommentar	Which words are useful for reporting academic research? Why do <i>pear</i> and <i>bear</i> rhyme, but not <i>dear</i> ? What do <i>subconscious</i> and <i>submarine</i> have in common? What is the difference between <i>extent</i> and <i>extend</i> ? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.		

Please note that there are two additional dates on 29.09. and 30.09.

Registration – StudIP 01.09.22-29.09.22 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

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.~

Vocabulary and Pronunciation (Group 1)

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

Mo wöchentl.	10:00 - 12:00	17.10.2022 - 23.01.2023	1502 - 613
Kommentar	Which words are useful for reporting academic research? Why do <i>pear</i> and <i>bear</i> rhyme, but not <i>dear</i> ? What do <i>subconscious</i> and <i>submarine</i> have in common? What is the difference between <i>extent</i> and <i>extend</i> ? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.		

Bemerkung *Registration* – StudIP 01.09.-14.10.22 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (Group 2)

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

Mo wöchentl. 12:00 - 14:00 17.10.2022 - 23.01.2023 1502 - 615

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

Bemerkung *Registration* – StudIP 01.09.-14.10.22 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (Group 3)

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

Di wöchentl. 10:00 - 12:00 18.10.2022 - 24.01.2023 1502 - 613

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

Bemerkung *Registration* – StudIP 01.09.-14.10.22 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (Group 4)

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

Mi wöchentl. 10:00 - 12:00 19.10.2022 - 25.01.2023 1502 - 613

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

Bemerkung *Registration* – StudIP 01.09.-14.10.22 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (Group 5)

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

Fr wöchentl. 10:00 - 12:00 21.10.2022 - 27.01.2023 1502 - 615

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

Bemerkung *Registration* – StudIP 01.09.-14.10.22 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP2

Advanced Language Practice (SP3/SP4)

SP3

Composition (Group1)

Seminar, SWS: 2, Max. Teilnehmer: 20
Schneller, Jill

Di wöchentl. 08:00 - 10:00 11.10.2022 - 24.01.2023 1502 - 609

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – StudIP 01.09.-15.09.22 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.~

Composition (Group 2)

Seminar, SWS: 2, Max. Teilnehmer: 20
O'Carroll, Edward | Schneller, Jill

Mi wöchentl. 14:00 - 16:00 12.10.2022 - 25.01.2023 1502 - 709

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – StudIP 01.09.-15.09.22 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.~

Composition (Group 3)

Seminar, SWS: 2, Max. Teilnehmer: 20
Schneller, Jill

Do wöchentl. 08:00 - 10:00 13.10.2022 - 26.01.2023 1502 - 609

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration – StudIP 01.09.-15.09.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Further Information – jill.schneller@engsem.-*

Composition (Group 4)

Seminar, SWS: 2, Max. Teilnehmer: 20
O'Carroll, Edward| Schneller, Jill

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 1502 - 709

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration – StudIP 01.09.-15.09.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Further Information – jill.schneller@engsem.-*

Composition (Group 5)

Seminar, SWS: 2, Max. Teilnehmer: 20
O'Carroll, Edward| Schneller, Jill

Do wöchentl. 12:00 - 14:00 13.10.2022 - 26.01.2023 1502 - 709

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration – StudIP 01.09.-15.09.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Further Information – jill.schneller@engsem.-*

Composition (Group 6)

Seminar, SWS: 2, Max. Teilnehmer: 20
O'Carroll, Edward | Schneller, Jill

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 709

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – StudIP 01.09.-15.09.22 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.~

SP4

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

DidF1

Introduction to Teaching English as a Foreign Language

Seminar, SWS: 2, Max. Teilnehmer: 35
Kuhrs Woltin, Alexander

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 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 methods and principles of teaching EFL teaching intercultural communicative competence teaching receptive, productive, and mediation skills teaching language means (grammar and vocabulary) teaching literature implementing 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 some 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 online exam.

Bemerkung *Registration* – StudIP 01.09.-30.09.22 / *Size restriction* 35 / *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.

Introduction to Teaching English as a Foreign Language

Seminar, SWS: 2, Max. Teilnehmer: 35
Kuhrs Woltin, Alexander

Fr wöchentl. 12:00 - 14:00 14.10.2022 - 27.01.2023 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 methods and principles of teaching EFL teaching intercultural communicative competence teaching receptive, productive, and mediation skills teaching language means (grammar and vocabulary) teaching literature implementing 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 some 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 online exam.</p>
Bemerkung	Registration – StudIP 01.09.-30.09.22 / Size restriction 35 / Prerequisites – none / Further Information – alexander.kuhrs.woltin@engsem.uni-hannover.de
Literatur	<i>Obligatory Reading:</i> Grimm N. Meyer M. und Volkmann, L. Teaching English. Narr, 2015. Additional texts will be posted on StudIP.

Introduction to Teaching English as a Foreign Language

Seminar, SWS: 2, Max. Teilnehmer: 35
Kuhrs Woltin, Alexander

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 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 methods and principles of teaching EFL teaching intercultural communicative competence teaching receptive, productive, and mediation skills teaching language means (grammar and vocabulary) teaching literature implementing 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 some examples of good classroom practices.</p>
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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 online exam.

Bemerkung Registration – StudIP 01.09.-30.09.22 / Size restriction – 35 / 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

Classroom Analysis - Engaging Methods and Means

Seminar, SWS: 2, Max. Teilnehmer: 25
Traumann, Sven

Mi wöchentl. 14:00 - 16:00 12.10.2022 - 25.01.2023 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.

Course credit (*Studienleistung*): micro teaching session, correction of students' examinations, regular attendance

Bemerkung *Registration* – StudIP / *Size restriction* – 25 / *Prerequisites* – DidF1 / *Further Information* – sven.traumann@engsem.uni-hannover.de

Literatur See course page on StudIP.

Communicative Approaches to Teaching EFL in Years 5 and 6

Seminar, SWS: 2, Max. Teilnehmer: 25
Blanckertz, Janka

Do wöchentl. 16:00 - 18:00 13.10.2022 - 26.01.2023 1502 - 615

Kommentar Establishing a truly communicative, monolingual English classroom is the main objective in teaching young learners in the first years of secondary school. This course explores the essential didactic foundations and the practical methods suited to promote and develop authentic communication in the target language in years 5 and 6.

To this end, we will consider the skills acquired by students in primary school, and based on these, map out a learning curve designed to gradually develop young learners' communicative competence in the foreign language. We will discuss the significance of learner-oriented, relevant, and creative content, critically evaluate material provided in the textbooks of the educational publishers and develop our own alternatives. Based on lesson plans and videotaped lessons, you will learn about the key role of classroom phrases, scaffolding, and extensive and varied exercises and tasks in the learning process to make use of this knowledge in your own planning. Finally, and time permitting, we will discuss different forms of assessment and design tests/ exams.

The focus of this class is on applying and practising your skills as you develop your own lesson plans. To receive credit (*Studienleistung*), you are expected to prepare the weekly assignments outlined in the syllabus, participate regularly in classroom discussions and -in teams- plan, present and evaluate a lesson on a grammatical or communicative structure selected in accordance with the requirements of the KC I and the topics addressed in the year 5/6 textbooks.

Bemerkung Registration – StudIP 01.09.-30.09.22 / Size restriction – 25 / Prerequisites – DidF1 / Further Information – janka.blanckertz@engsem.uni-hannover.de

Literatur Check the syllabus on Stud-IP.

Genre Learning in the Foreign Language Classroom

Seminar, SWS: 2, Max. Teilnehmer: 25
Jones, Roger Dale

Mo wöchentl. 12:00 - 14:00 10.10.2022 - 23.01.2023 1502 - 613

Kommentar Genre presents a powerful approach to teaching and learning in the EFL classroom. Genre is not simply a cognitive tool for thought, but it also helps organize how people interact with each other as well as how they communicate (both inside and outside of the classroom). In this seminar we will look at how genre structures thought, communication (like explaining, arguing, and describing) and narrative media (like literature, film, and games) and we will also address what this means for teaching and learning inside the classroom. At the end of this seminar, participants will be able to list and explain the communicative and educational principles behind the genre concept, analyze new genres of communication using existing generic structures and functions, analyze teaching materials for their potentials and limitations concerning genre teaching (and compensate and adapt them to fit new learning scenarios and heterogeneous groups of learners) and produce new tasks and materials along the principles of genre learning. Course credit (Studienleistung) is based on active participation in class and a collaborative presentation on an assigned topic.

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

Literatur See course page on StudIP.

Professionalisierungsbereich Schlüsselkompetenzen

Für weitere Veranstaltungen siehe das Angebot des Zentrums für Schlüsselkompetenzen.

English Theatre Workshop

Workshop, SWS: 6
Bennett, Peter

Mi wöchentl. 14:00 - 18:00 12.10.2022 - 25.01.2023 1501 - -119

So wöchentl. 14:00 - 18:00 27.11.2022 - 22.01.2023 1501 - -119

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

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

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

Credits:

Außerschulisch FüBA: SK A and SK B

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

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

Master: just for fun

Bemerkung *Registration* – 12.10.21, 14:00 in the Theatre Room / *Prerequisites* – none / *Assessment Tasks* – participation in all aspects of the production / *Further Information* – peter.bennett@engsem.~

Lektüre-Kolloquium des Literarischen Salons: Neuestes vom Buchmarkt

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

Mi wöchentl. 16:00 - 18:00 19.10.2022 - 28.01.2023 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 19.10.2022 - 28.01.2023 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

Presentation Skills

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne | O'Carroll, Edward

Fr wöchentl. 10:00 - 12:00 14.10.2022 - 27.01.2023 1502 - 709

Kommentar This course will focus on skills needed to give academic and formal presentations. By practising and analysing our own and others' presentations, we will examine the role of body language, vocal skills, technical support (e.g. PowerPoints), and presentation structure.

This course may be taken for the following credits:

FüBA außerschulisch: as SPE1 or SPE2 or SK A or SK B

FüBA/TE schulisch (started before 01.10.19): as 'old' SK, either Bereich A or B

FüBA/TE/M LG schulisch (started since 01.10.19): just for fun/interest

Master AAS: AAS8

Politics Wahlpflichtmodule: SPE1 or SPE2

Bemerkung *Registration* – StudIP 01.09.2022-15.09.2022 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework and participation + one oral presentation. PL: (SPE only) 90-minute exam / *Further Information* – anne.gans@engsem.~

SPE/SK: Digitalisation in the Classroom

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 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. Each group will be taught by both instructors on a rotating schedule, so students will experience two instructors with a diverse range of experience, expertise, teaching styles, backgrounds and pronunciations.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

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 Wahlpflichtmodule: SPE1 or SPE2

Bemerkung *Registration* – StudIP 01.09.22-15.09.22 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: one written task/oral presentation. PL (SPE only): 90-minute written exam / *Further Information* – anne.gans@engsem.~

SPE/SK: Diversity

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 1502 - 703

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 both instructors on a rotating schedule, so students will experience two 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.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

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 Wahlpflichtmodule: SPE1 or SPE2

Bemerkung

Registration – StudIP 01.09.22-15.09.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: one written task/oral presentation. PL (SPE): 90-minute written exam / Further Information – anne.gans@engsem.uni-hannover.de

Masterstudiengang Lehramt an Gymnasien - Fach Englisch

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

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

Seminar, Max. Teilnehmer: 12
Traumann, Sven

Mi Einzel 16:00 - 19:00 23.11.2022 - 23.11.2022 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

Seminar II Traumann

Thema: Diversity in the Classroom - Dealing with Differences

Seminar III Blanckertz

Thema: LRS / Dyslexia im EU

Bemerkung

Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA / Further Information – sven.traumann@engsem.uni-hannover.de

Fachpraktikum (1)

Fachpraktikum, SWS: 2
Kuhrs Woltin, Alexander

Do wöchentl. 14:00 - 16:00 26.01.2023 - 30.03.2023 1502 - 615

Kommentar	<p>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.</p> <p>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 Mentor:innen, werden zusätzlich drei universitäre Veranstaltungsblöcke angeboten: Eine Fachpraktikumsvorbereitungsveranstaltung Eine Fachpraktikumszwischenevaluationsveranstaltung Eine Fachpraktikumsnachbereitungsveranstaltung</p> <p>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.</p> <p>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.</p>
Bemerkung	Further Information –alexander.woltin@engsem.uni-hannover.de

Fachpraktikum (2)

Fachpraktikum, SWS: 2
Kuhrs Woltin, Alexander

Fr wöchentl. 14:00 - 16:00 27.01.2023 - 24.03.2023 1502 - 615

Kommentar	<p>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.</p> <p>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 Mentor:innen, werden zusätzlich drei universitäre Veranstaltungsblöcke angeboten: Eine Fachpraktikumsvorbereitungsveranstaltung Eine Fachpraktikumszwischenevaluationsveranstaltung Eine Fachpraktikumsnachbereitungsveranstaltung</p> <p>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.</p> <p>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.</p>
Bemerkung	Further Information –alexander.woltin@engsem.uni-hannover.de

Feedback (Zusatzveranstaltung im Block)

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

Mo Einzel	15:00 - 18:00	07.11.2022 - 07.11.2022	1502 - 613
Kommentar	<p>Studierende, die im Sommersemester das (Haupt-)Seminar DidPA und ihr Fachpraktikum erfolgreich abgeschlossen sowie ein erstes <i>Draft</i> 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.</p> <p>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.</p> <p>Es handelt sich um eine verbindliche Blockveranstaltung von 270 Minuten Länge:</p> <ol style="list-style-type: none"> Impulsbeitrag zu aktuellen Themen aus der Praxis für die Praxis (Termine und Themen s. unten) Impulsgeleitete Reflexion des absolvierten Fachpraktikums Wiederholung verbindlicher Formalia des Fachpraktikumsberichts einschließlich kollegialer Beratung / Feedback <p>Bitte melden Sie sich via StudIP an und ordnen Sie sich einer Blockveranstaltung zu. Die Blockveranstaltungen sind auf max. 12 Teilnehmer*innen begrenzt.</p>		
	Seminar I	Becker-Rolfs Thema: Feedback	
	Seminar II	Traumann Thema: Diversity in the Classroom - Dealing with Differences	
	Seminar III	Blanckertz Thema: LRS / Dyslexia im EU	
Bemerkung	<p>Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA / Further Information – carolin.becker-rolfs@engsem.uni-hannover.de</p>		

LRS / Dyslexia im EU (Zusatzveranstaltung im Block)

Seminar, Max. Teilnehmer: 12
Blanckertz, Janka

Fr Einzel	15:00 - 18:00	13.01.2023 - 13.01.2023	1502 - 613
Kommentar	<p>Studierende, die im Sommersemester das (Haupt-)Seminar DidPA und ihr Fachpraktikum erfolgreich abgeschlossen sowie ein erstes <i>Draft</i> 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.</p> <p>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.</p> <p>Es handelt sich um eine verbindliche Blockveranstaltung von 270 Minuten Länge:</p> <ol style="list-style-type: none"> Impulsbeitrag zu aktuellen Themen aus der Praxis für die Praxis (Termine und Themen s. unten) 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

Seminar II Traumann
 Thema: Diversity in the Classroom - Dealing with Differences

Seminar III Blanckertz
 Thema: LRS / Dyslexia im EU

Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA /
 Further Information – janka.blanckertz@engsem.uni-hannover.de

Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
 Becker-Rolfs, Carolin

Mo wöchentl. 14:00 - 16:00 10.10.2022 - 23.01.2023 1502 - 615

Kommentar Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Der Fokus liegt auf Unterrichtsplanungen aus der und für die Praxis. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven. Neben binnendifferenzierenden Unterrichtsmaßnahmen wird auf den Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe fokussiert. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Als Studienleistung arbeiten Sie an einem aufgabenbasierten Portfolio und nehmen den Blockkonsultationstermin bei Becker-Rolfs, Blanckertz, oder Traumann wahr – siehe KVV).

Bemerkung Registration – StudIP 01.09.-30.09.22 / Size restriction – 20 / Prerequisites – DidF /
 Further Information – carolin.becker-rolfs@engsem.uni-hannover.de

Literatur Thaler, E. Englisch unterrichten: Grundlagen - Kompetenzen - Methoden. Cornelsen, 2012.

Der Kauf dieses Grundlagenwerks wird vorausgesetzt.

Zusätzliche Texte werden via StudIP bereitgestellt.

Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
 Kuhrs Woltin, Alexander

Di wöchentl. 16:00 - 18:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Der Fokus liegt auf Unterrichtsplanungen aus der und für die Praxis. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven. Neben binnendifferenzierenden Unterrichtsmaßnahmen wird auf den Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe fokussiert. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Als Studienleistung arbeiten Sie an einem aufgabenbasierten Portfolio und nehmen den Blockkonsultationstermin bei Becker-Rolfs, Blanckertz, oder Traumann wahr – siehe KVV).

Bemerkung Registration – StudIP 01.09.-30.09.22 / Size restriction – 20 / Prerequisites – DidF / Further Information – carolin.becker-rolfs@engsem.uni-hannover.de

Literatur Thaler, E. Englisch unterrichten: Grundlagen - Kompetenzen - Methoden. Cornelsen, 2012.

Der Kauf dieses Grundlagenwerks wird vorausgesetzt.

Zusätzliche Texte werden via StudIP bereitgestellt.

Advanced Methodology (DidA) (Erst-, Zweitfach und Kleine Fakultas)

From Assessment to Personalized Learning in the EFL Classroom - Principles, Tools, Material and Integrative Strategies for Heterogeneous Classrooms

Seminar, SWS: 2, Max. Teilnehmer: 25

Jones, Roger Dale

Mi wöchentl. 10:00 - 12:00 12.10.2022 - 25.01.2023 1502 - 615

Kommentar “One size fits all” might work for some lines of clothing, but not for teaching. Classrooms today are becoming more heterogeneous, with learners from different cultural, socioeconomic and linguistic backgrounds that bring with them very different expectations and English language proficiency skills. Teaching English in a way that pretends that all learners have the same needs and abilities misses the mark, as some learners become over- while others underchallenged, and many fail to experience learning as both a personal and a personalized process. By the end of this seminar, learners will be able to explain what heterogeneity means in the English classroom, as well as its origins, markers, challenges and opportunities. Students will also be able to identify and explain different types of assessment, and especially their principles, functions and associated tools and resources that exist for teachers. Finally, learners will be able to utilize various strategies for integrating different types of assessment for heterogeneous groups, in order to develop both language skills and complex competences. Course credit (Studienleistung) is based on active participation in class and a collaborative presentation on an assigned topic. The examination credit (Prüfungsleistung) is based on a portfolio assignment that will involve reflections on in-class assignments and topics as well as on self-developed materials and plans for integrating personalized assessment for heterogeneous groups.

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

Literatur See course page on StudIP.

Teaching Comics and Graphic Novels

Seminar, SWS: 2, Max. Teilnehmer: 30

Jones, Roger Dale

Mo wöchentl. 10:00 - 12:00 10.10.2022 - 23.01.2023 1502 - 615

Kommentar The combination of word and image shares a long history in both everyday communication and storytelling. Today, this combination is pervasive for example online, in public transit, as well as in newspapers and literature. This course will focus on the narrative combination of word and image in comics and graphic novels - as a form of entertainment, a mode of communication and of sharing culture, and as a way of making sense of the world around us and the people and events in it. For the EFL classroom, comics and graphic novels offer motivating input that can not only help scaffold language learning, but also teach intercultural communicative and media competence. In this seminar, students will learn how to justify the use of comics and graphic novels in the foreign language classroom, to develop skills of analyzing such literature - as well as existing teaching materials - and to establish and practice skills of integrating comics and graphic novels into activities, tasks as well as lesson and unit plans. Course credit (Studienleistung) is based on active participation in class and a collaborative presentation

on an assigned topic. The examination credit (Prüfungsleistung) is based on a portfolio assignment that will involve reflections on in-class assignments and topics as well as on self-developed materials and plans for teaching a comic or graphic novel.

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

Literatur See course page on StudIP.

Teaching English with Interactive Media

Seminar, SWS: 2, Max. Teilnehmer: 25
Jones, Roger Dale

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 615

Kommentar Digital interactive media is a major part of life and learning in today's world, and it holds great potentials for both the learning and teaching of English as a foreign language. Such media can serve as channels of communication or of representation, but they can also serve as powerful tools that enhance work or even as trainers and tutors in learning English and other skill sets. In the not so far future, AI and natural language processing will likely serve as both language partners and language teachers, providing one-on-one service, analysis and feedback to learners. In this introductory seminar, participants will look at different models of media competency and literacy and explore their role in school curricula for modern foreign languages in Lower Saxony. Participants will also learn how to recognize different categories of interactive media and their differing potentials for language learning and teaching. Furthermore, they will also become familiar with different examples of existing digital foreign language learning media, their potentials and weaknesses for language learning, and different methods of integrating them into the EFL classroom. Course credit (Studienleistung) is based on active participation in class and a collaborative presentation on an assigned topic. The examination credit (Prüfungsleistung) is based on a portfolio assignment that will involve reflections on in-class assignments and topics as well as on self-developed materials and plans for teaching with interactive digital media.

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

Literatur See course page on StudIP.

Transformative Horizons: Multicultural Perspectives on Teaching English as a Foreign/Second Language

Seminar, SWS: 2, Max. Teilnehmer: 25
Beck, Alena

Do wöchentl. 12:00 - 14:00 13.10.2022 - 26.01.2023 1502 - 615

Kommentar In preparation for a transnational, collaborative exchange with Purdue University in West-Lafayette (Indiana), this seminar will deal with critical issues of teaching English as a foreign and second language learning perspective in a project-oriented way.

Throughout this seminar, students will get acquainted with culturally specific discourses on central theories and concepts of inclusive and diversity-sensitive foreign language teaching in Germany. We will focus on different dimensions of diversity (e.g., race, gender, multilingualism, etc.) and adopt multidimensional perspectives on the German foreign language educational system to enhance critical (cultural) awareness as a key component of a professional future teacher perspective.

To obtain course credit (*Studienleistung*), students are expected to prepare weekly assignments outlined in the syllabus, research on assigned topics and present their results in a multimedia way. An independently designed digital product (e.g., screencast video, podcast, poster) and a corresponding exposé (written assignment) make up the examination credits (*Prüfungsleistung*).

Bemerkung Registration – StudIP / Size restriction – 25 / Prerequisites – DidF / Further Information – alena.beck@engsem.uni-hannover.de

Literatur Texts and materials will be provided on Stud.IP.

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

AmerA

After the Cold War: Post-Socialist Immigration Literature

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

Di wöchentl. 12:00 - 14:00 25.10.2022 - 23.01.2023 1502 - 609

Kommentar The war in Ukraine has cast a spotlight on the post-Soviet world with its rich and variegated literary cultures. Immigrant authors stemming from the countries of the former Eastern bloc have left their mark on contemporary US-American literature, too, gesturing back to the rich legacy of Jewish-American immigrant writing from the beginning of the century, while also disclosing a variety of other themes and concerns. Authors whose families came from Russia, Ukraine, Poland, former Yugoslavia and many other countries insist on their specific religious, linguistic, and cultural backgrounds, but in the public perception they often tend to be lumped together. While the texts of writers such as Gary Shteyngart, Anya Ulinich, Irina Reyn or Elena Akhtiorskaya often draw explicitly on the writings of their famous predecessors (Abraham Cahan, Mary Antin, Anzia Yeznierska, Henry Roth and many more), they also play around with this legacy and thus go far beyond it. In this class, we will start by briefly discussing the literary traditions to then turn to some selected contemporary texts. We will be particularly concerned with how this literature enacts ethnicity, whiteness and differences of class and status.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations

Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

Literatur Please purchase the graphic novel *Lena Finckle's Magic Barrel* by Anya Ulinich. Further reading will be announced on StudIP as the semester approaches.

Celebrities: Stars in US-American Mass Culture, 1900-1930

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

Mo wöchentl. 12:00 - 14:00 24.10.2022 - 24.01.2023 1502 - 609

Kommentar This course will explore the celebrity cults that emerged as an integral part of US-American mass entertainment culture at the beginning of the twentieth century. We will be concerned with a variety of media – theater, film, literature, magazine culture – and investigate the ways in which famous personalities were produced (or ‘made themselves’) in particular media to then cross over into other fields and areas of entertainment culture. To get a more nuanced perspective, we shall approach celebrities in close conjunction with stories of fame and failure, and thus also be concerned with the popular narratives of the day that framed and shaped ideas of success and stardom.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

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

Climate Change Screen Cultures

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

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 1502 - 609

Kommentar In this course, we will research the relatively new phenomenon of “cli-fi.” This term, coined in the early 21st-century, is gaining currency in film, media, and television studies, as well as environmental humanities and literary studies. Riffing on the well-known expression “sci-fi” (short for science fiction), cli-fi refers to a similarly transmedial, transnational category of fiction, film, television, and performance that engage with the urgent issue of climate change. We will watch and discuss a set of primary texts (films and television series), as well as secondary sources drawn from film, media, and television studies, and from the social sciences and journalism. One of the central aims is to develop a working definition of cli-fi in order to analyze climate change narratives and representations.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

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

Feeling (L)it

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

Fr wöchentl. 12:00 - 16:00 14.10.2022 - 25.11.2022 1502 - 609

Kommentar In this class we will explore the connections, synergies, and limits of affect and literature. To borrow from Alex Houen’s *Affect and Literature*: “If affect extends to bodily sensation, then can it be conveyed adequately through language?” Can literature comprise the multidimensional, transtemporal dimensions of affect? How does literature express and represent feelings, sentiments, and experiences? How does literature navigate universal experience and individual positionality? And how can we translate our reading experiences into political responses?

By engaging with foundational texts from the field of phenomenology and affect theory, this class is designed to give an overview of theoretical approaches that are located in what has been termed the ‘affective turn’. Further, we will read and discuss contemporary fiction and deal specifically with forms and structures of writing that make us feel (l)it.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – AmerF1, 2, 3 / *Further Information* – anna-lena.oldehus@engsem.~

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

Fixing Problems in the Progressive Era

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

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 609

Kommentar The Progressive Era (1896-1916) is often remembered as a period of profound social thought on the role that state programs can play in the betterment of human society. Authors, philosophers, policymakers, journalists, and educators participated throughout this period in a national and international conversation about the state and other institutions’ responsibilities to human individuals and human society, often appealing for the ultimate homogeneity of the human species. Nevertheless, authors argued constantly

about *how* institutions could improve the human condition. This course engages these debates by insisting on their ultimate diversity. We will consider texts by Jane Addams, John Dewey, Zitkála-Šá, and Zora Neale Hurston, among many others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Foundations in the Critique of Capitalism

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix| Fagan, Abigail

Di wöchentl. 14:00 - 16:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar In this course, we'll engage key texts, authors, and ideas from the critical frameworks of Marxist theory and Black Studies. Both Marxist thought and Black Studies address the development of human society as we know it today on a global scale, as interconnected through the unequal distribution of power and resources. Through our readings and course discussions, we will address the entanglements, diversions, and critiques of and between each discourse. We will consider texts by Karl Marx and Friedrich Engels, Theodor Adorno, Fred Moten, and Angela Davis, among others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: violence; structural racism). Please contact us via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~ and abigail.fagan@engsem.~

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

Immigration in American Literature

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 1502 - 609

Kommentar In "Narratives of Migration and Estrangement", Sara Ahmed explains that: "Migration is not only felt at the level of lived embodiment. Migration is also a matter of generational acts of storytelling about prior histories of movement and dislocation." Indeed, we cannot raise questions about (im)migration without considering key elements such as storytelling, voice, visibility, identity, space, and mobility. These issues will be a central part of this class as we will focus on representations of immigration in contemporary American literature. We will also consider the intersectionality of gender, class, marginalization, and hybridity that (re)shape immigrants' identities on the individual level and within their community.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: class, ethnicity, death, trauma, conflict). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – lujain.youssef@engsem.~

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

Literary Theory Now

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

Mo wöchentl. 10:00 - 12:00 17.10.2022 - 23.01.2023 1502 - 103

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Maximale Teilnehmer*Innenzahl: 40

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

BritA

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis.

Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we will discuss as well.

We will use the novel to practice 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 practice 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.- 30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

Andrea Levy. *The Long Song* (2010)

Canada: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar In this course, students will explore the history, culture and literature of Canada, the second-largest country of the world by total area whose ten provinces and three territories extend from the Atlantic to the Pacific and northward into the Arctic Ocean.

We will study a variety of printed, visual and audio-visual material from Anglo-Canadian, Aboriginal, and immigrant cultural traditions: historiographic texts and historical documents, paintings by Emily Carr (British Columbia) and by The Group of Seven (working in Ontario in the first half of the 20th century).

We will pay special attention to the short stories by Alice Munro, winner of the Nobel Prize in Literature in 2013, and to First Nation writer Tomson Highway whose novel *Kiss of the Fur Queen* (1998) uses the trickster figure familiar from Cree oral culture.

We will focus on how Canadian artists and writers reflect on the constructions of history, identity, race, and gender to establish how their works have contributed to shape an understanding of Canadian culture.

To profit from the course, students have to be familiar with the analytical categories and theoretical paradigms of literary studies acquired in the Introduction to Literary Studies (AmerBritF1) and practiced in BritF3.

The non-graded course work (SL) will be a short presentation on a text or phenomenon from the assigned material.

Bemerkung *Registration* – Stud.IP 01.-30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

Highway, Tomson. *Kiss of the Fur Queen* (novel, 1998)

Munro, Alice. "Boys and Girls", "A Bear Came over the Mountain", "Fiction" (short stories: <http://paulmcveigh.blogspot.de/2013/10/alice-munro-free-short-stories.html>)

Please, buy and bring your own copy of Highway's *Kiss of the Fur Queen*. The historiographic and the visual material as well as the poems and short stories will be provided in a reader available from Copyshop Stork (Körnerstraße) and on Stud.IP.

Please read Tomson Highway's novel and Alice Munro's short stories novel during term break, i.e. before the course begins.

Reader – copy shop Stork (Körnerstraße) and Stud.IP

Esclavitud y su abolición–Slavery and its abolition: Texte und Bilder aus der spanisch-, englisch- und französischsprachigen Karibik vom 18. Jahrhundert bis in die Gegenwart

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

Di wöchentl. 14:00 - 16:00 11.10.2022 - 28.01.2023 1502 - 703

Kommentar

In diesem Seminar, das im Team-Teaching mit Prof. Gohrisch aus der Anglistik angeboten wird, werden wir Texte, Bilder und Filme lesen und diskutieren, die sich mit Sklaverei und Abschaffung in der weiteren Karibik seit dem 18. Jahrhundert beschäftigen. Aufgrund ihrer einzigartigen Kolonisationsgeschichte sind die Hauptsprachen der karibischen Inseln Spanisch, Englisch und Französisch (jeweils mit kreolisierten Versionen) sowie Niederländisch. Wir werden Texte und Filme in Spanisch, Englisch sowie kurze Texte auf Französisch untersuchen. Wir werden sicherstellen, dass alle Studierenden der Diskussion folgen können. Übersetzungen der jeweiligen Texte liegen vor.

Wir werden den intertextuellen und transnationalen Dialog zwischen einer britischen Sklavenerzählung und ihrer modernen französischen Theateradaption (*Mary Prince*) im Vergleich zu einer kubanischen Sklavenerzählung (*Manzano*) und dem britischen Spielfilm *Twelve Years a Slave*, der im US-amerikanischen Deep South spielt, einbeziehen. Wir werden den transnationalen Verlauf der kolonialen und postkolonialen Konzeptualisierungen von Sklavenaufständen von Aphra Behns Proto-Roman *Oroonoko* über Saint-Lamberts Kurzgeschichte "Ziméo" bis hin zu Alejo Carpentiers Roman *El reino de este mundo* aus Kuba aufzeigen. Darüber hinaus werden wir visuelle Darstellungen der Versklavung und Abschaffung über die Sprachgrenze hinweg untersuchen (Girodet, Turner), wobei wir ein besonderes Augenmerk auf textliche und visuelle Figurationen der haitianischen Revolution legen.

In this seminar, offered in team-teaching with Prof. Bandau from Romance Studies, we will read and discuss texts, images and films that deal with slavery and abolition in the wider Caribbean since the 18th century. Due to its unique history of colonisation, the main languages of the Caribbean islands are English and French (each with creolised versions) as well as Spanish and Dutch. We shall explore texts and films in English as well as short texts in French and Spanish available in English a/o German translation. Although the seminar will be taught in German, we will make sure that all students will be able to follow the discussion by providing simultaneous translation of class discussions into English.

We will look at the first British slave narrative by a woman (*Mary Prince*) in comparison to a Cuban slave narrative (*Manzano*) and the British feature film *Twelve Years a Slave* set in the US American Deep South based on the slave narrative by Solomon Northup. We will establish the trajectory of colonial and postcolonial conceptualisations of slave rebellions from Aphra Behn's proto-novel *Oroonoko* via Saint-Lambert's short tale "Ziméo" to Alejo Carpentier's *El reino de este mundo* from Cuba. In addition, we will study visual representations of enslavement and abolition by painters such as Anne-Louis Girodet and William Turner paying special attention to textual and visual figurations of the Haitian Revolution.

Literatur

Die (Auszüge aus den) literarischen, visuellen und theoretischen Texten, die im Seminar behandelt werden, werden in einem digitalen Reader auf Stud.IP erhältlich sein.

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

The excerpts from the literary texts and the visual material covered in the seminar as well as the "Guidelines" will be available on Stud.IP.

Literary Representations of 19th-Century Labour Migration

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar	This seminar draws on recent approaches in New Labour History to study the representation of labour migration in 19 th -century British literature. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of British social, cultural and literary history acquired in the Survey lecture (BritF2), we shall investigate Matthew Lewis's <i>Journal of a West India Proprietor: Kept During a Residence in the Island of Jamaica</i> (1834) and Elizabeth Gaskell's industrial novel <i>North and South</i> (1854). Shifting the focus to the late 19 th century, which saw the dramatic decline of the British Empire, the seminar concludes with a discussion of Joseph Conrad's <i>Heart of Darkness</i> (1899). You will work with definitions of terms and concepts by using relevant specialist literature such as encyclopedias, dictionaries and scholarly articles in order to determine how the texts negotiate the movement of people under the shifting conditions of industrial capitalism.
Bemerkung	<i>Registration</i> – Stud.IP 01.09.-30.09.2022 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 / <i>Further Information</i> –hannah.pardey@engsem.~
Literatur	<p><i>Required Reading and Purchase</i></p> <p>Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022).</p> <p>The "Guidelines" are for sale in Copyshop Stork, on Stud.IP or accessible here: www.engsem.uni-hannover.de/de/seminar/lehrggebiete/british-and-postcolonial-studies/.</p> <p>Please purchase Gaskell's <i>North and South</i> and Conrad's <i>Heart of Darkness</i> in well-annotated editions (e.g. Oxford World's Classics or Penguin Classics) and read at least Gaskell's novel prior to class. Lewis's <i>Journal</i> is available here:https://www.gutenberg.org/files/54500/54500-h/54500-h.htm).</p> <p>All other material will be provided on Stud.IP at the beginning of the term.</p>

The Gothic in British Literature

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

Mo wöchentl. 12:00 - 14:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar	Since its emergence in the late 18 th century, the Gothic has proved one of the most productive modes in English-speaking literature. In this advanced class, we shall begin by reading a major representative of the genre, namely Horace Walpole's <i>The Castle of Otranto</i> (1764), arguably the first British gothic novel. Subsequently, we will discuss excerpts from Mary Shelley's <i>Frankenstein</i> (1818) before turning to numerous short stories in the gothic mode. Using the terminology from AmerBritF1, we shall consider the genre conventions of gothic texts, and analyse them in terms of their (Gothic) characters, plots, and settings. Apart from this narratological and structural approach, we shall use historical and cultural knowledge from the lecture series (BritF2) to consider how these texts negotiate issues connected with the emergent middle classes, but also gender, imperialist and sexual themes. Please note: in accordance with the genre conventions of gothic literature, this class will feature numerous sensitive topics such as death, violence and abuse. AAS students are welcome to join this class as part of the AAS2 or AAS3 module.
Bemerkung	Registration Stud.IP 01.09.-30.09.22 / Size restriction – 40 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information – janna-lena.neumann@engsem.uni-hannover.de
Literatur	<p><i>Required Reading</i></p> <p>Please get hold of a scholarly edition of Horace Walpole's <i>The Castle of Otranto</i> <i>Reader</i> – copy shop Stork (Körnerstraße) and Stud.IP</p>

Theories and Methods of Literary Studies

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

Mi wöchentl. 10:00 - 12:00 12.10.2022 - 25.01.2023 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 (SL) work is a short excerpt covering one chapter of Barry's *Beginning Theory*.

Bemerkung *Registration* – Stud.IP 01.-31.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

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

Brontë, Charlotte. *Jane Eyre*. Norton, 2016 (or: Oxford World's Classics or Penguin Classics editions complete with introduction and notes).

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

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 3) and on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

Reader – copy shop Stork (Körnerstraße) from 10 October 2022 and Stud.IP

Visions of the Future? - Anglophone Science Fiction through the Ages

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

Mo wöchentl. 14:00 - 16:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Science Fiction. Or is it 'Speculative Fiction'? Where do you draw that line? Terms that evoke associations of spaceships, alien lifeforms, innovative technology, strange worlds, utopian worlds, dystopian worlds a little too familiar... A literature that asks the question: 'what if?'

In this seminar we will examine the development of the genre from the 1890s until today. We will begin by addressing the difficulty of defining science fiction, considering excerpts from antecedents published before the nineteenth century and then go on to consider our first case study, H.G. Wells' novel *The Time Machine* (1895). Turning to short stories from the so-called Golden Age as well as by authors such as Ray Bradbury,

James Tiptree Jr., Ursula K. Le Guin and more we will continue to explore the worlds imagined and the political and ethical issues raised by those texts as well as the cultural and historical contexts of their publication. To close the seminar, we will examine Naomi Alderman's novel *The Power* (2016). Throughout the seminar we will be applying theoretical frameworks such as Structuralism, Postcolonial Theory, Gender Studies, Ecocriticism and Posthumanism.

During term break please pick your favourite sf text and be prepared to introduce it and why you consider it to be sf in our first session.

Please purchase your own copies of H.G. Wells *The Time Machine* (1895) and Naomi Alderman: *The Power* (2016). All short stories and secondary texts will be made available on Stud.IP.

Bemerkung Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –elena.ippendorf@engsem.~

Literatur Bould, Mark ed. *The Routledge Companion to Science Fiction* (2009)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021)

Roberts, Adam. *Science Fiction* (2006)

Welsh Writing in English - Writing the Nation?

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

Mo wöchentl. 18:00 - 20:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Out of the four nations of the UK, Wales is the one most frequently overlooked, its separate identity conflated with that of England, its former coloniser. Since Wales is arguably a stateless nation, imaginative narratives of nation are of particular importance to notions of national identity.

In this seminar we will be examining how a diverse range of authors are 'writing Wales', imagining and constructing the nation, in English, the language of the former coloniser.

We will cover poetry by R.S. Thomas, Gwyneth Lewis and Hanan Issa and short stories by Margiad Evans and Leonora Brito, set in rural Wales and Cardiff's Butetown respectively.

Continuing to scrutinise narratives of nation we will then turn to Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001) set in the titular seaside town and the feature film *Pride* (2014), directed by Matthew Warchus, about the unlikely alliance between a Lesbian and Gay activist group from London and a small mining community in the Valleys during the miners' strike 1984-5.

We will consider both the regional specificity of the texts as well as trace recurring themes across geographical and generic lines. Throughout the seminar we will apply theoretical frameworks such as Structuralism, Gender and Queer Studies, Postcolonial Theory, and Film Studies.

Please purchase your own copy of Malcolm Pryce: *Aberystwyth Mon Amour* (2001) as well as access to the film *Pride* (2014). All other texts will be made available on Stud.IP.

During term break please read up on Welsh history as well as the basic principles of literary analysis (see recommendations).

Bemerkung Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –elena.ippendorf@engsem.~

Literatur Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021)

Johnes, Martin. *Wales: England's Colony?* (2019)

Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. 4th edition (2014)

LingA1

Linguistic Landscape(s)

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

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

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

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

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

Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

Size restriction – 25

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

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

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

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

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

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

Politeness in English

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

Kommentar We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans 'encode' states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments.

This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest.

The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources.

We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms 'polite' or 'impolite' to linguistic phenomena.

We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony ('mock politeness') and banter ('mock impoliteness').

Bemerkung

Registration – Stud.IP 01.09.2022-30.09.2022

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

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

Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.

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

LingA2

Linguistic Landscape(s)

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar

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

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

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

This seminar is primarily aimed at advanced university students of language and linguistics. No previous experience with LL studies is required, but participants should have a firm background in linguistics. Thus, participants are expected to have a proper understanding of what linguistic fields such as morphology, syntax, semantics and

Bemerkung	<p>pragmatics are all about; they should also be able to read basic phonetic transcription and understand phonemic representation.</p> <p><i>Registration</i> – Stud.IP 01.09.2022-30.09.2022</p> <p><i>Size restriction</i> – 25</p> <p><i>Prerequisites</i> – LingF1-LingF4 (FüBA); M1-M3 (DEL)</p> <p><i>Studiengänge</i> – FüBA, 3. Fach LG, MEd LG, MEd LbS, DEL</p> <p><i>Further information</i> – rainer.schulze@engsem.uni-hannover.de</p>
Literatur	<p>The following textbook will be used in class and is highly recommended for purchase:</p> <p>Schmitt, Holger. 2018. <i>Language in the Public Space. An Introduction to the Linguistic Landscape</i>. ISBN 978-1-9829-2542-0 (independently published).</p> <p>Please make sure that you order your copy of the book asap.</p>

Politeness in English

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

Kommentar	<p>We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans 'encode' states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments.</p> <p>This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest.</p> <p>The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources.</p> <p>We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms 'polite' or 'impolite' to linguistic phenomena.</p> <p>We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony ('mock politeness') and banter ('mock impoliteness').</p>
Bemerkung	<p><i>Registration</i> – Stud.IP 01.09.2022-30.09.2022</p> <p><i>Size restriction</i> – none</p> <p><i>Prerequisites</i> – LingF1-LingF4 (FüBA); M1-M3 (DEL)</p> <p><i>Studiengänge</i> – FüBA, 3. Fach LG, MEd LG, MEd LbS, DEL</p> <p><i>Further information</i> – rainer.schulze@engsem.uni-hannover.de</p>
Literatur	<p>The following textbook will be used in class and is recommended for purchase:</p> <p>Leech, Geoffrey. 2014. <i>The Pragmatics of Politeness</i>. Oxford: Oxford University Press.</p> <p>Please make sure that you order your copy of the book asap.</p>

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

LingF3

Phonetics & Phonology for Bachelor Students

Vorlesung, SWS: 2
Altendorf, Ulrike

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 003

Kommentar This course will introduce students to segmental and supra-segmental features of the major reference accents of English, Received Pronunciation (RP) and General American (GA). The theoretical angle will be contrastive and variationist preparing students for both branches of their future studies.

From a contrastive point of view, we will be focusing on differences between RP and General American on the one hand and High German on the other hand. From a variationist point of view, we will be studying current and recent trends in standard accents and major regional varieties.

Students will also develop skills in perceiving, articulating and transcribing vowels, diphthongs and consonants using IPA symbols.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2022 / *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

Phonetics & Phonology for Master Students

Seminar, SWS: 2
Altendorf, Ulrike

Mi wöchentl. 10:00 - 12:00 12.10.2022 - 25.01.2023 1502 - 709

Kommentar This course will introduce students to segmental and supra-segmental features of the major reference accents of English, Received Pronunciation (RP) and General American (GA). The theoretical angle will be contrastive and variationist preparing students for both branches of their future studies.

From a contrastive point of view, we will be focusing on differences between RP and General American on the one hand and High German on the other hand. From a variationist point of view, we will be studying current and recent trends in standard accents and major regional varieties. Students will also develop skills in perceiving, articulating and transcribing vowels, diphthongs and consonants using IPA symbols.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2022 / *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

Learner Corpus Research

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

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 703

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

Bemerkung *Registration* – StudIP 01.09. - 30.09.2022 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

Linguistic Landscape(s)

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

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

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

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

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

Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

Size restriction – 25

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

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

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

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

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

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

Politeness in English

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

Kommentar We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans 'encode' states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments.

This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest.

The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources.

We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms 'polite' or 'impolite' to linguistic phenomena.

We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony ('mock politeness') and banter ('mock impoliteness').

Bemerkung

Registration – Stud.IP 01.09.2022-30.09.2022

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

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

Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.

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

LingA2

Learner Corpus Research

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

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 703

Kommentar

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

Bemerkung

Registration – StudIP 01.09. - 30.09.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~

Literatur

Required Reading - Texts will be provided in class.

Linguistic Landscape(s)

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar

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

studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.

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

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

Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

Size restriction – 25

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

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

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

Literatur

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

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

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

Politeness in English

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

Kommentar

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

This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest.

The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources.

We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms 'polite' or 'impolite' to linguistic phenomena.

We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also

Bemerkung	<p>deal with impoliteness and the related phenomena of irony ('mock politeness') and banter ('mock impoliteness').</p> <p><i>Registration</i> – Stud.IP 01.09.2022-30.09.2022</p> <p><i>Size restriction</i> – none</p> <p><i>Prerequisites</i> – LingF1-LingF4 (FüBA); M1-M3 (DEL)</p> <p><i>Studiengänge</i> – FüBA, 3. Fach LG, MEd LG, MEd LbS, DEL</p> <p><i>Further information</i> – rainer.schulze@engsem.uni-hannover.de</p>
Literatur	<p>The following textbook will be used in class and is recommended for purchase:</p> <p>Leech, Geoffrey. 2014. <i>The Pragmatics of Politeness</i>. Oxford: Oxford University Press.</p> <p>Please make sure that you order your copy of the book asap.</p>

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

AmerA

After the Cold War: Post-Socialist Immigration Literature

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

Di wöchentl. 12:00 - 14:00 25.10.2022 - 23.01.2023 1502 - 609

Kommentar The war in Ukraine has cast a spotlight on the post-Soviet world with its rich and variegated literary cultures. Immigrant authors stemming from the countries of the former Eastern bloc have left their mark on contemporary US-American literature, too, gesturing back to the rich legacy of Jewish-American immigrant writing from the beginning of the century, while also disclosing a variety of other themes and concerns. Authors whose families came from Russia, Ukraine, Poland, former Yugoslavia and many other countries insist on their specific religious, linguistic, and cultural backgrounds, but in the public perception they often tend to be lumped together. While the texts of writers such as Gary Shteyngart, Anya Ulinich, Irina Reyn or Elena Akhtiorskaya often draw explicitly on the writings of their famous predecessors (Abraham Cahan, Mary Antin, Anzia Yeznierska, Henry Roth and many more), they also play around with this legacy and thus go far beyond it. In this class, we will start by briefly discussing the literary traditions to then turn to some selected contemporary texts. We will be particularly concerned with how this literature enacts ethnicity, whiteness and differences of class and status.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FüBa, M.Ed etc. 01.09.-15.09.22; MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations

Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

Literatur Please purchase the graphic novel *Lena Finckle's Magic Barrel* by Anya Ulinich. Further reading will be announced on StudIP as the semester approaches.

Celebrities: Stars in US-American Mass Culture, 1900-1930

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

Mo wöchentl. 12:00 - 14:00 24.10.2022 - 24.01.2023 1502 - 609

Kommentar This course will explore the celebrity cults that emerged as an integral part of US-American mass entertainment culture at the beginning of the twentieth century. We will be concerned with a variety of media – theater, film, literature, magazine culture – and investigate the ways in which famous personalities were produced (or 'made themselves')

in particular media to then cross over into other fields and areas of entertainment culture. To get a more nuanced perspective, we shall approach celebrities in close conjunction with stories of fame and failure, and thus also be concerned with the popular narratives of the day that framed and shaped ideas of success and stardom.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

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

Climate Change Screen Cultures

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

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 1502 - 609

Kommentar In this course, we will research the relatively new phenomenon of “cli-fi.” This term, coined in the early 21st-century, is gaining currency in film, media, and television studies, as well as environmental humanities and literary studies. Riffing on the well-known expression “sci-fi” (short for science fiction), cli-fi refers to a similarly transmedial, transnational category of fiction, film, television, and performance that engage with the urgent issue of climate change. We will watch and discuss a set of primary texts (films and television series), as well as secondary sources drawn from film, media, and television studies, and from the social sciences and journalism. One of the central aims is to develop a working definition of cli-fi in order to analyze climate change narratives and representations.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

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

Feeling (L)it

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

Fr wöchentl. 12:00 - 16:00 14.10.2022 - 25.11.2022 1502 - 609

Kommentar In this class we will explore the connections, synergies, and limits of affect and literature. To borrow from Alex Houen’s *Affect and Literature* : “If affect extends to bodily sensation, then can it be conveyed adequately through language?” Can literature comprise the multidimensional, transtemporal dimensions of affect? How does literature express and represent feelings, sentiments, and experiences? How does literature navigate universal experience and individual positionality? And how can we translate our reading experiences into political responses?

By engaging with foundational texts from the field of phenomenology and affect theory, this class is designed to give an overview of theoretical approaches that are located in what has been termed the ‘affective turn’. Further, we will read and discuss contemporary fiction and deal specifically with forms and structures of writing that make us feel (l)it.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – AmerF1, 2, 3 / *Further Information* – anna-lena.oldehus@engsem.~

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

Fixing Problems in the Progressive Era

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

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 609

Kommentar The Progressive Era (1896-1916) is often remembered as a period of profound social thought on the role that state programs can play in the betterment of human society. Authors, philosophers, policymakers, journalists, and educators participated throughout this period in a national and international conversation about the state and other institutions' responsibilities to human individuals and human society, often appealing for the ultimate homogeneity of the human species. Nevertheless, authors argued constantly about *how* institutions could improve the human condition. This course engages these debates by insisting on their ultimate diversity. We will consider texts by Jane Addams, John Dewey, Zitkála-Šá, and Zora Neale Hurston, among many others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Foundations in the Critique of Capitalism

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix | Fagan, Abigail

Di wöchentl. 14:00 - 16:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar In this course, we'll engage key texts, authors, and ideas from the critical frameworks of Marxist theory and Black Studies. Both Marxist thought and Black Studies address the development of human society as we know it today on a global scale, as interconnected through the unequal distribution of power and resources. Through our readings and course discussions, we will address the entanglements, diversions, and critiques of and between each discourse. We will consider texts by Karl Marx and Friedrich Engels, Theodor Adorno, Fred Moten, and Angela Davis, among others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: violence; structural racism). Please contact us via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~ and abigail.fagan@engsem.~

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

Immigration in American Literature

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 1502 - 609

Kommentar In "Narratives of Migration and Estrangement", Sara Ahmed explains that: "Migration is not only felt at the level of lived embodiment. Migration is also a matter of generational acts of storytelling about prior histories of movement and dislocation." Indeed, we cannot raise questions about (im)migration without considering key elements such as storytelling,

voice, visibility, identity, space, and mobility. These issues will be a central part of this class as we will focus on representations of immigration in contemporary American literature. We will also consider the intersectionality of gender, class, marginalization, and hybridity that (re)shape immigrants' identities on the individual level and within their community.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: class, ethnicity, death, trauma, conflict). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung	<i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / <i>Prerequisites</i> – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – Iujain.youssef@engsem. ~
Literatur	All course texts will be made available on Stud.IP.

Literary Theory Now

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

Mo wöchentl. 10:00 - 12:00 17.10.2022 - 23.01.2023 1502 - 103

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung	<i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / <i>Prerequisites</i> – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem. ~
Literatur	Maximale Teilnehmer*Innenzahl: 40 All course texts will be made available on Stud.IP.

BritA

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis.

Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we will discuss as well.

We will use the novel to practice 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 practice 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.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – jana.gohrisch@engsem.~

Literatur *Required Reading*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

Andrea Levy. *The Long Song* (2010)

Canada: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar In this course, students will explore the history, culture and literature of Canada, the second-largest country of the world by total area whose ten provinces and three territories extend from the Atlantic to the Pacific and northward into the Arctic Ocean.

We will study a variety of printed, visual and audio-visual material from Anglo-Canadian, Aboriginal, and immigrant cultural traditions: historiographic texts and historical documents, paintings by Emily Carr (British Columbia) and by The Group of Seven (working in Ontario in the first half of the 20th century).

We will pay special attention to the short stories by Alice Munro, winner of the Nobel Prize in Literature in 2013, and to First Nation writer Tomson Highway whose novel *Kiss of the Fur Queen* (1998) uses the trickster figure familiar from Cree oral culture.

We will focus on how Canadian artists and writers reflect on the constructions of history, identity, race, and gender to establish how their works have contributed to shape an understanding of Canadian culture.

To profit from the course, students have to be familiar with the analytical categories and theoretical paradigms of literary studies acquired in the Introduction to Literary Studies (AmerBritF1) and practiced in BritF3.

The non-graded course work (SL) will be a short presentation on a text or phenomenon from the assigned material.

Bemerkung *Registration* – Stud.IP 01.-30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

Highway, Tomson. *Kiss of the Fur Queen* (novel, 1998)

Munro, Alice. "Boys and Girls", "A Bear Came over the Mountain", "Fiction" (short stories: <http://paulmcveigh.blogspot.de/2013/10/alice-munro-free-short-stories.html>)

Please, buy and bring your own copy of Highway's *Kiss of the Fur Queen*. The historiographic and the visual material as well as the poems and short stories will be provided in a reader available from Copyshop Stork (Körnerstraße) and on Stud.IP.

Please read Tomson Highway's novel and Alice Munro's short stories novel during term break, i.e. before the course begins.

Reader – copy shop Stork (Körnerstraße) and Stud.IP

Esclavitud y su abolición–Slavery and its abolition: Texte und Bilder aus der spanisch-, englisch- und französischsprachigen Karibik vom 18. Jahrhundert bis in die Gegenwart

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

Di wöchentl. 14:00 - 16:00 11.10.2022 - 28.01.2023 1502 - 703

Kommentar In diesem Seminar, das im Team-Teaching mit Prof. Gohrisch aus der Anglistik angeboten wird, werden wir Texte, Bilder und Filme lesen und diskutieren, die sich mit Sklaverei und Abschaffung in der weiteren Karibik seit dem 18. Jahrhundert beschäftigen. Aufgrund ihrer einzigartigen Kolonisationsgeschichte sind die Hauptsprachen der karibischen Inseln Spanisch, Englisch und Französisch (jeweils mit kreolisierten Versionen) sowie Niederländisch. Wir werden Texte und Filme in Spanisch, Englisch sowie kurze Texte auf Französisch untersuchen. Wir werden sicherstellen, dass alle Studierenden der Diskussion folgen können. Übersetzungen der jeweiligen Texte liegen vor.

Wir werden den intertextuellen und transnationalen Dialog zwischen einer britischen Sklavenerzählung und ihrer modernen französischen Theateradaption (*Mary Prince*) im Vergleich zu einer kubanischen Sklavenerzählung (*Manzano*) und dem britischen Spielfilm *Twelve Years a Slave*, der im US-amerikanischen Deep South spielt, einbeziehen. Wir werden den transnationalen Verlauf der kolonialen und postkolonialen Konzeptualisierungen von Sklavenaufständen von Aphra Behns Proto-Roman *Oronooko* über Saint-Lamberts Kurzgeschichte "Ziméo" bis hin zu Alejo Carpentiers Roman *El reino de este mundo* aus Kuba aufzeigen. Darüber hinaus werden wir visuelle Darstellungen der Versklavung und Abschaffung über die Sprachgrenze hinweg untersuchen (Girodet, Turner), wobei wir ein besonderes Augenmerk auf textliche und visuelle Figurationen der haitianischen Revolution legen.

In this seminar, offered in team-teaching with Prof. Bandau from Romance Studies, we will read and discuss texts, images and films that deal with slavery and abolition in the wider Caribbean since the 18th century. Due to its unique history of colonisation, the main languages of the Caribbean islands are English and French (each with creolised versions) as well as Spanish and Dutch. We shall explore texts and films in English as well as short texts in French and Spanish available in English a/o German translation. Although the seminar will be taught in German, we will make sure that all students will be able to follow the discussion by providing simultaneous translation of class discussions into English.

We will look at the first British slave narrative by a woman (*Mary Prince*) in comparison to a Cuban slave narrative (*Manzano*) and the British feature film *Twelve Years a Slave* set in the US American Deep South based on the slave narrative by Solomon Northup. We will establish the trajectory of colonial and postcolonial conceptualisations of slave rebellions from Aphra Behn's proto-novel *Oronooko* via Saint-Lambert's short tale "Ziméo" to Alejo Carpentier's *El reino de este mundo* from Cuba. In addition, we will study visual representations of enslavement and abolition by painters such as Anne-Louis Girodet and William Turner paying special attention to textual and visual figurations of the Haitian Revolution.

Literatur Die (Auszüge aus den) literarischen, visuellen und theoretischen Texten, die im Seminar behandelt werden, werden in einem digitalen Reader auf Stud.IP erhältlich sein.

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

The excerpts from the literary texts and the visual material covered in the seminar as well as the "Guidelines" will be available on Stud.IP.

Literary Representations of 19th-Century Labour Migration

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar This seminar draws on recent approaches in New Labour History to study the representation of labour migration in 19th-century British literature. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of British social, cultural and literary history acquired in the Survey lecture (BritF2), we shall investigate Matthew Lewis's *Journal of a West India Proprietor: Kept During a Residence in the Island of Jamaica* (1834) and Elizabeth Gaskell's industrial novel *North and South* (1854). Shifting the focus to the late 19th century, which saw the dramatic decline of the British Empire, the seminar concludes with a discussion of Joseph Conrad's *Heart of Darkness* (1899). You will work with definitions of terms and concepts by using relevant specialist literature such as encyclopedias, dictionaries and scholarly articles in order to determine how the texts negotiate the movement of people under the shifting conditions of industrial capitalism.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 / *Further Information* –hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022).

The "Guidelines" are for sale in Copyshop Stork, on Stud.IP or accessible here: www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please purchase Gaskell's *North and South* and Conrad's *Heart of Darkness* in well-annotated editions (e.g. Oxford World's Classics or Penguin Classics) and read at least Gaskell's novel prior to class. Lewis's *Journal* is available here: <https://www.gutenberg.org/files/54500/54500-h/54500-h.htm>.

All other material will be provided on Stud.IP at the beginning of the term.

The Gothic in British Literature

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

Mo wöchentl. 12:00 - 14:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Since its emergence in the late 18th century, the Gothic has proved one of the most productive modes in English-speaking literature. In this advanced class, we shall begin by reading a major representative of the genre, namely Horace Walpole's *The Castle of Otranto* (1764), arguably the first British gothic novel. Subsequently, we will discuss excerpts from Mary Shelley's *Frankenstein* (1818) before turning to numerous short stories in the gothic mode. Using the terminology from AmerBritF1, we shall consider the genre conventions of gothic texts, and analyse them in terms of their (Gothic) characters, plots, and settings. Apart from this narratological and structural approach, we shall use historical and cultural knowledge from the lecture series (BritF2) to consider how these

texts negotiate issues connected with the emergent middle classes, but also gender, imperialist and sexual themes. Please note: in accordance with the genre conventions of gothic literature, this class will feature numerous sensitive topics such as death, violence and abuse. AAS students are welcome to join this class as part of the AAS2 or AAS3 module.

Bemerkung Registration Stud.IP 01.09.-30.09.22 / Size restriction – 40 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information – janna-lena.neumann@engsem.uni-hannover.de

Literatur *Required Reading*

Please get hold of a scholarly edition of Horace Walpole's *The Castle of Otranto Reader* – copy shop Stork (Körnerstraße) and Stud.IP

Theories and Methods of Literary Studies

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

Mi wöchentl. 10:00 - 12:00 12.10.2022 - 25.01.2023 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 (SL) work is a short excerpt covering one chapter of Barry's *Beginning Theory*.

Bemerkung *Registration* – Stud.IP 01.-31.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

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

Brontë, Charlotte. *Jane Eyre*. Norton, 2016 (or: Oxford World's Classics or Penguin Classics editions complete with introduction and notes).

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

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 3) and on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

Reader – copy shop Stork (Körnerstraße) from 10 October 2022 and Stud.IP

Visions of the Future? - Anglophone Science Fiction through the Ages

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

Mo wöchentl. 14:00 - 16:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Science Fiction. Or is it 'Speculative Fiction'? Where do you draw that line? Terms that evoke associations of spaceships, alien lifeforms, innovative technology, strange worlds, utopian worlds, dystopian worlds a little too familiar... A literature that asks the question: 'what if?'

In this seminar we will examine the development of the genre from the 1890s until today. We will begin by addressing the difficulty of defining science fiction, considering excerpts from antecedents published before the nineteenth century and then go on to consider our first case study, H.G. Wells' novel *The Time Machine* (1895). Turning to short stories from the so-called Golden Age as well as by authors such as Ray Bradbury, James Tiptree Jr., Ursula K. Le Guin and more we will continue to explore the worlds imagined and the political and ethical issues raised by those texts as well as the cultural and historical contexts of their publication. To close the seminar, we will examine Naomi Alderman's novel *The Power* (2016). Throughout the seminar we will be applying theoretical frameworks such as Structuralism, Postcolonial Theory, Gender Studies, Ecocriticism and Posthumanism.

During term break please pick your favourite sf text and be prepared to introduce it and why you consider it to be sf in our first session.

Please purchase your own copies of H.G. Wells *The Time Machine* (1895) and Naomi Alderman: *The Power* (2016). All short stories and secondary texts will be made available on Stud.IP.

Bemerkung Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –elena.ippendorf@engsem.~

Literatur Bould, Mark ed. *The Routledge Companion to Science Fiction* (2009)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021)

Roberts, Adam. *Science Fiction* (2006)

Welsh Writing in English - Writing the Nation?

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

Mo wöchentl. 18:00 - 20:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Out of the four nations of the UK, Wales is the one most frequently overlooked, its separate identity conflated with that of England, its former coloniser. Since Wales is arguably a stateless nation, imaginative narratives of nation are of particular importance to notions of national identity.

In this seminar we will be examining how a diverse range of authors are 'writing Wales', imagining and constructing the nation, in English, the language of the former coloniser.

We will cover poetry by R.S. Thomas, Gwyneth Lewis and Hanan Issa and short stories by Margiad Evans and Leonora Brito, set in rural Wales and Cardiff's Butetown respectively.

Continuing to scrutinise narratives of nation we will then turn to Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001) set in the titular seaside town and the feature film *Pride* (2014), directed by Matthew Warchus, about the unlikely alliance between a Lesbian and Gay activist group from London and a small mining community in the Valleys during the miners' strike 1984-5.

We will consider both the regional specificity of the texts as well as trace recurring themes across geographical and generic lines. Throughout the seminar we will apply theoretical frameworks such as Structuralism, Gender and Queer Studies, Postcolonial Theory, and Film Studies.

Please purchase your own copy of Malcolm Pryce: *Aberystwyth Mon Amour* (2001) as well as access to the film *Pride* (2014). All other texts will be made available on Stud.IP.

During term break please read up on Welsh history as well as the basic principles of literary analysis (see recommendations).

Bemerkung Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –elena.ippendorf@engsem.~

Literatur Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021)

Johnes, Martin. *Wales: England's Colony?* (2019)

Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. 4th edition (2014)

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

AmerA

After the Cold War: Post-Socialist Immigration Literature

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

Di wöchentl. 12:00 - 14:00 25.10.2022 - 23.01.2023 1502 - 609

Kommentar The war in Ukraine has cast a spotlight on the post-Soviet world with its rich and variegated literary cultures. Immigrant authors stemming from the countries of the former Eastern bloc have left their mark on contemporary US-American literature, too, gesturing back to the rich legacy of Jewish-American immigrant writing from the beginning of the century, while also disclosing a variety of other themes and concerns. Authors whose families came from Russia, Ukraine, Poland, former Yugoslavia and many other countries insist on their specific religious, linguistic, and cultural backgrounds, but in the public perception they often tend to be lumped together. While the texts of writers such as Gary Shteyngart, Anya Ulinich, Irina Reyn or Elena Akhtiorskaya often draw explicitly on the writings of their famous predecessors (Abraham Cahan, Mary Antin, Anzia Yeznierska, Henry Roth and many more), they also play around with this legacy and thus go far beyond it. In this class, we will start by briefly discussing the literary traditions to then turn to some selected contemporary texts. We will be particularly concerned with how this literature enacts ethnicity, whiteness and differences of class and status.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations

Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

Literatur Please purchase the graphic novel *Lena Finckle's Magic Barrel* by Anya Ulinich. Further reading will be announced on StudIP as the semester approaches.

Celebrities: Stars in US-American Mass Culture, 1900-1930

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

Mo wöchentl. 12:00 - 14:00 24.10.2022 - 24.01.2023 1502 - 609

Kommentar This course will explore the celebrity cults that emerged as an integral part of US-American mass entertainment culture at the beginning of the twentieth century. We will be concerned with a variety of media – theater, film, literature, magazine culture – and investigate the ways in which famous personalities were produced (or 'made themselves')

in particular media to then cross over into other fields and areas of entertainment culture. To get a more nuanced perspective, we shall approach celebrities in close conjunction with stories of fame and failure, and thus also be concerned with the popular narratives of the day that framed and shaped ideas of success and stardom.

- Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~
- Literatur All texts for this class will be made available on StudIP.

Climate Change Screen Cultures

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

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 1502 - 609

Kommentar In this course, we will research the relatively new phenomenon of “cli-fi.” This term, coined in the early 21st-century, is gaining currency in film, media, and television studies, as well as environmental humanities and literary studies. Riffing on the well-known expression “sci-fi” (short for science fiction), cli-fi refers to a similarly transmedial, transnational category of fiction, film, television, and performance that engage with the urgent issue of climate change. We will watch and discuss a set of primary texts (films and television series), as well as secondary sources drawn from film, media, and television studies, and from the social sciences and journalism. One of the central aims is to develop a working definition of cli-fi in order to analyze climate change narratives and representations.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

- Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~
- Literatur All course texts will be made available on Stud.IP.

Feeling (L)it

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

Fr wöchentl. 12:00 - 16:00 14.10.2022 - 25.11.2022 1502 - 609

Kommentar In this class we will explore the connections, synergies, and limits of affect and literature. To borrow from Alex Houen’s *Affect and Literature*: “If affect extends to bodily sensation, then can it be conveyed adequately through language?” Can literature comprise the multidimensional, transtemporal dimensions of affect? How does literature express and represent feelings, sentiments, and experiences? How does literature navigate universal experience and individual positionality? And how can we translate our reading experiences into political responses?

By engaging with foundational texts from the field of phenomenology and affect theory, this class is designed to give an overview of theoretical approaches that are located in what has been termed the ‘affective turn’. Further, we will read and discuss contemporary fiction and deal specifically with forms and structures of writing that make us feel (l)it.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

- Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – AmerF1, 2, 3 / *Further Information* – anna-lena.oldehus@engsem.~

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

Fixing Problems in the Progressive Era

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

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 609

Kommentar The Progressive Era (1896-1916) is often remembered as a period of profound social thought on the role that state programs can play in the betterment of human society. Authors, philosophers, policymakers, journalists, and educators participated throughout this period in a national and international conversation about the state and other institutions' responsibilities to human individuals and human society, often appealing for the ultimate homogeneity of the human species. Nevertheless, authors argued constantly about *how* institutions could improve the human condition. This course engages these debates by insisting on their ultimate diversity. We will consider texts by Jane Addams, John Dewey, Zitkála-Šá, and Zora Neale Hurston, among many others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Foundations in the Critique of Capitalism

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix | Fagan, Abigail

Di wöchentl. 14:00 - 16:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar In this course, we'll engage key texts, authors, and ideas from the critical frameworks of Marxist theory and Black Studies. Both Marxist thought and Black Studies address the development of human society as we know it today on a global scale, as interconnected through the unequal distribution of power and resources. Through our readings and course discussions, we will address the entanglements, diversions, and critiques of and between each discourse. We will consider texts by Karl Marx and Friedrich Engels, Theodor Adorno, Fred Moten, and Angela Davis, among others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: violence; structural racism). Please contact us via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~ and abigail.fagan@engsem.~

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

Immigration in American Literature

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 1502 - 609

Kommentar In "Narratives of Migration and Estrangement", Sara Ahmed explains that: "Migration is not only felt at the level of lived embodiment. Migration is also a matter of generational acts of storytelling about prior histories of movement and dislocation." Indeed, we cannot raise questions about (im)migration without considering key elements such as storytelling,

voice, visibility, identity, space, and mobility. These issues will be a central part of this class as we will focus on representations of immigration in contemporary American literature. We will also consider the intersectionality of gender, class, marginalization, and hybridity that (re)shape immigrants' identities on the individual level and within their community.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: class, ethnicity, death, trauma, conflict). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung	<i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / <i>Prerequisites</i> – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – Iujain.youssef@engsem. ~
Literatur	All course texts will be made available on Stud.IP.

Literary Theory Now

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

Mo wöchentl. 10:00 - 12:00 17.10.2022 - 23.01.2023 1502 - 103

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung	<i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / <i>Prerequisites</i> – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem. ~
Literatur	Maximale Teilnehmer*Innenzahl: 40 All course texts will be made available on Stud.IP.

BritA

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis.

Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we will discuss as well.

We will use the novel to practice 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 practice 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.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – jana.gohrisch@engsem.~

Literatur *Required Reading*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

Andrea Levy. *The Long Song* (2010)

Canada: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar In this course, students will explore the history, culture and literature of Canada, the second-largest country of the world by total area whose ten provinces and three territories extend from the Atlantic to the Pacific and northward into the Arctic Ocean.

We will study a variety of printed, visual and audio-visual material from Anglo-Canadian, Aboriginal, and immigrant cultural traditions: historiographic texts and historical documents, paintings by Emily Carr (British Columbia) and by The Group of Seven (working in Ontario in the first half of the 20th century).

We will pay special attention to the short stories by Alice Munro, winner of the Nobel Prize in Literature in 2013, and to First Nation writer Tomson Highway whose novel *Kiss of the Fur Queen* (1998) uses the trickster figure familiar from Cree oral culture.

We will focus on how Canadian artists and writers reflect on the constructions of history, identity, race, and gender to establish how their works have contributed to shape an understanding of Canadian culture.

To profit from the course, students have to be familiar with the analytical categories and theoretical paradigms of literary studies acquired in the Introduction to Literary Studies (AmerBritF1) and practiced in BritF3.

The non-graded course work (SL) will be a short presentation on a text or phenomenon from the assigned material.

Bemerkung *Registration* – Stud.IP 01.-30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

Highway, Tomson. *Kiss of the Fur Queen* (novel, 1998)

Munro, Alice. "Boys and Girls", "A Bear Came over the Mountain", "Fiction" (short stories: <http://paulmcveigh.blogspot.de/2013/10/alice-munro-free-short-stories.html>)

Please, buy and bring your own copy of Highway's *Kiss of the Fur Queen*. The historiographic and the visual material as well as the poems and short stories will be provided in a reader available from Copyshop Stork (Körnerstraße) and on Stud.IP.

Please read Tomson Highway's novel and Alice Munro's short stories novel during term break, i.e. before the course begins.

Reader – copy shop Stork (Körnerstraße) and Stud.IP

Esclavitud y su abolición–Slavery and its abolition: Texte und Bilder aus der spanisch-, englisch- und französischsprachigen Karibik vom 18. Jahrhundert bis in die Gegenwart

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

Di wöchentl. 14:00 - 16:00 11.10.2022 - 28.01.2023 1502 - 703

Kommentar In diesem Seminar, das im Team-Teaching mit Prof. Gohrisch aus der Anglistik angeboten wird, werden wir Texte, Bilder und Filme lesen und diskutieren, die sich mit Sklaverei und Abschaffung in der weiteren Karibik seit dem 18. Jahrhundert beschäftigen. Aufgrund ihrer einzigartigen Kolonisationsgeschichte sind die Hauptsprachen der karibischen Inseln Spanisch, Englisch und Französisch (jeweils mit kreolisierten Versionen) sowie Niederländisch. Wir werden Texte und Filme in Spanisch, Englisch sowie kurze Texte auf Französisch untersuchen. Wir werden sicherstellen, dass alle Studierenden der Diskussion folgen können. Übersetzungen der jeweiligen Texte liegen vor.

Wir werden den intertextuellen und transnationalen Dialog zwischen einer britischen Sklavenerzählung und ihrer modernen französischen Theateradaption (*Mary Prince*) im Vergleich zu einer kubanischen Sklavenerzählung (*Manzano*) und dem britischen Spielfilm *Twelve Years a Slave*, der im US-amerikanischen Deep South spielt, einbeziehen. Wir werden den transnationalen Verlauf der kolonialen und postkolonialen Konzeptualisierungen von Sklavenaufständen von Aphra Behns Proto-Roman *Oronooko* über Saint-Lamberts Kurzgeschichte "Ziméo" bis hin zu Alejo Carpentiers Roman *El reino de este mundo* aus Kuba aufzeigen. Darüber hinaus werden wir visuelle Darstellungen der Versklavung und Abschaffung über die Sprachgrenze hinweg untersuchen (Girodet, Turner), wobei wir ein besonderes Augenmerk auf textliche und visuelle Figurationen der haitianischen Revolution legen.

In this seminar, offered in team-teaching with Prof. Bandau from Romance Studies, we will read and discuss texts, images and films that deal with slavery and abolition in the wider Caribbean since the 18th century. Due to its unique history of colonisation, the main languages of the Caribbean islands are English and French (each with creolised versions) as well as Spanish and Dutch. We shall explore texts and films in English as well as short texts in French and Spanish available in English a/o German translation. Although the seminar will be taught in German, we will make sure that all students will be able to follow the discussion by providing simultaneous translation of class discussions into English.

We will look at the first British slave narrative by a woman (*Mary Prince*) in comparison to a Cuban slave narrative (*Manzano*) and the British feature film *Twelve Years a Slave* set in the US American Deep South based on the slave narrative by Solomon Northup. We will establish the trajectory of colonial and postcolonial conceptualisations of slave rebellions from Aphra Behn's proto-novel *Oronooko* via Saint-Lambert's short tale "Ziméo" to Alejo Carpentier's *El reino de este mundo* from Cuba. In addition, we will study visual representations of enslavement and abolition by painters such as Anne-Louis Girodet and William Turner paying special attention to textual and visual figurations of the Haitian Revolution.

Literatur Die (Auszüge aus den) literarischen, visuellen und theoretischen Texten, die im Seminar behandelt werden, werden in einem digitalen Reader auf Stud.IP erhältlich sein.

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

The excerpts from the literary texts and the visual material covered in the seminar as well as the "Guidelines" will be available on Stud.IP.

Literary Representations of 19th-Century Labour Migration

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar This seminar draws on recent approaches in New Labour History to study the representation of labour migration in 19th-century British literature. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of British social, cultural and literary history acquired in the Survey lecture (BritF2), we shall investigate Matthew Lewis's *Journal of a West India Proprietor: Kept During a Residence in the Island of Jamaica* (1834) and Elizabeth Gaskell's industrial novel *North and South* (1854). Shifting the focus to the late 19th century, which saw the dramatic decline of the British Empire, the seminar concludes with a discussion of Joseph Conrad's *Heart of Darkness* (1899). You will work with definitions of terms and concepts by using relevant specialist literature such as encyclopedias, dictionaries and scholarly articles in order to determine how the texts negotiate the movement of people under the shifting conditions of industrial capitalism.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 / *Further Information* –hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022).

The "Guidelines" are for sale in Copyshop Stork, on Stud.IP or accessible here: www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please purchase Gaskell's *North and South* and Conrad's *Heart of Darkness* in well-annotated editions (e.g. Oxford World's Classics or Penguin Classics) and read at least Gaskell's novel prior to class. Lewis's *Journal* is available here: <https://www.gutenberg.org/files/54500/54500-h/54500-h.htm>.

All other material will be provided on Stud.IP at the beginning of the term.

The Gothic in British Literature

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

Mo wöchentl. 12:00 - 14:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Since its emergence in the late 18th century, the Gothic has proved one of the most productive modes in English-speaking literature. In this advanced class, we shall begin by reading a major representative of the genre, namely Horace Walpole's *The Castle of Otranto* (1764), arguably the first British gothic novel. Subsequently, we will discuss excerpts from Mary Shelley's *Frankenstein* (1818) before turning to numerous short stories in the gothic mode. Using the terminology from AmerBritF1, we shall consider the genre conventions of gothic texts, and analyse them in terms of their (Gothic) characters, plots, and settings. Apart from this narratological and structural approach, we shall use historical and cultural knowledge from the lecture series (BritF2) to consider how these

texts negotiate issues connected with the emergent middle classes, but also gender, imperialist and sexual themes. Please note: in accordance with the genre conventions of gothic literature, this class will feature numerous sensitive topics such as death, violence and abuse. AAS students are welcome to join this class as part of the AAS2 or AAS3 module.

Bemerkung Registration Stud.IP 01.09.-30.09.22 / Size restriction – 40 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information – janna-lena.neumann@engsem.uni-hannover.de

Literatur *Required Reading*

Please get hold of a scholarly edition of Horace Walpole's *The Castle of Otranto Reader* – copy shop Stork (Körnerstraße) and Stud.IP

Theories and Methods of Literary Studies

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

Mi wöchentl. 10:00 - 12:00 12.10.2022 - 25.01.2023 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 (SL) work is a short excerpt covering one chapter of Barry's *Beginning Theory*.

Bemerkung *Registration* – Stud.IP 01.-31.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

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

Brontë, Charlotte. *Jane Eyre*. Norton, 2016 (or: Oxford World's Classics or Penguin Classics editions complete with introduction and notes).

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

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 3) and on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

Reader – copy shop Stork (Körnerstraße) from 10 October 2022 and Stud.IP

Visions of the Future? - Anglophone Science Fiction through the Ages

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

Mo wöchentl. 14:00 - 16:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Science Fiction. Or is it 'Speculative Fiction'? Where do you draw that line? Terms that evoke associations of spaceships, alien lifeforms, innovative technology, strange worlds, utopian worlds, dystopian worlds a little too familiar... A literature that asks the question: 'what if?'

In this seminar we will examine the development of the genre from the 1890s until today. We will begin by addressing the difficulty of defining science fiction, considering excerpts from antecedents published before the nineteenth century and then go on to consider our first case study, H.G. Wells' novel *The Time Machine* (1895). Turning to short stories from the so-called Golden Age as well as by authors such as Ray Bradbury, James Tiptree Jr., Ursula K. Le Guin and more we will continue to explore the worlds imagined and the political and ethical issues raised by those texts as well as the cultural and historical contexts of their publication. To close the seminar, we will examine Naomi Alderman's novel *The Power* (2016). Throughout the seminar we will be applying theoretical frameworks such as Structuralism, Postcolonial Theory, Gender Studies, Ecocriticism and Posthumanism.

During term break please pick your favourite sf text and be prepared to introduce it and why you consider it to be sf in our first session.

Please purchase your own copies of H.G. Wells *The Time Machine* (1895) and Naomi Alderman: *The Power* (2016). All short stories and secondary texts will be made available on Stud.IP.

Bemerkung Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –elena.ippendorf@engsem.~

Literatur Bould, Mark ed. *The Routledge Companion to Science Fiction* (2009)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021)

Roberts, Adam. *Science Fiction* (2006)

Welsh Writing in English - Writing the Nation?

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

Mo wöchentl. 18:00 - 20:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Out of the four nations of the UK, Wales is the one most frequently overlooked, its separate identity conflated with that of England, its former coloniser. Since Wales is arguably a stateless nation, imaginative narratives of nation are of particular importance to notions of national identity.

In this seminar we will be examining how a diverse range of authors are 'writing Wales', imagining and constructing the nation, in English, the language of the former coloniser.

We will cover poetry by R.S. Thomas, Gwyneth Lewis and Hanan Issa and short stories by Margiad Evans and Leonora Brito, set in rural Wales and Cardiff's Butetown respectively.

Continuing to scrutinise narratives of nation we will then turn to Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001) set in the titular seaside town and the feature film *Pride* (2014), directed by Matthew Warchus, about the unlikely alliance between a Lesbian and Gay activist group from London and a small mining community in the Valleys during the miners' strike 1984-5.

We will consider both the regional specificity of the texts as well as trace recurring themes across geographical and generic lines. Throughout the seminar we will apply theoretical frameworks such as Structuralism, Gender and Queer Studies, Postcolonial Theory, and Film Studies.

Please purchase your own copy of Malcolm Pryce: *Aberystwyth Mon Amour* (2001) as well as access to the film *Pride* (2014). All other texts will be made available on Stud.IP.

During term break please read up on Welsh history as well as the basic principles of literary analysis (see recommendations).

- Bemerkung Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –elena.ippendorf@engsem.~
- Literatur Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021)
- Johnes, Martin. *Wales: England's Colony?* (2019)
- Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. 4th edition (2014)

LingA1

Learner Corpus Research

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

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 703

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

- Bemerkung Registration – StudIP 01.09. - 30.09.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~
- Literatur Required Reading - Texts will be provided in class.

Linguistic Landscape(s)

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

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

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

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

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

Bemerkung

Registration – Stud.IP 01.09.2022-30.09.2022

Size restriction – 25

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

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

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

Literatur

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

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

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

Politeness in English

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

Kommentar

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

This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest.

The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources.

We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms 'polite' or 'impolite' to linguistic phenomena.

We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony ('mock politeness') and banter ('mock impoliteness').

Bemerkung

Registration – Stud.IP 01.09.2022-30.09.2022

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

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

Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.

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

*LingA2***Learner Corpus Research**

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

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 703

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

Bemerkung Registration – StudIP 01.09. - 30.09.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

Linguistic Landscape(s)

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

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

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

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

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

Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

Size restriction – 25

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

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

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

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

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

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

Politeness in English

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

Kommentar We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans 'encode' states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments.

This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest.

The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources.

We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms 'polite' or 'impolite' to linguistic phenomena.

We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony ('mock politeness') and banter ('mock impoliteness').

Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

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

Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.

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

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

AmerA

After the Cold War: Post-Socialist Immigration Literature

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

Di wöchentl. 12:00 - 14:00 25.10.2022 - 23.01.2023 1502 - 609

Kommentar The war in Ukraine has cast a spotlight on the post-Soviet world with its rich and variegated literary cultures. Immigrant authors stemming from the countries of the former Eastern bloc have left their mark on contemporary US-American literature, too, gesturing back to the rich legacy of Jewish-American immigrant writing from the beginning of the century, while also disclosing a variety of other themes and concerns. Authors whose families came from Russia, Ukraine, Poland, former Yugoslavia and many other countries

insist on their specific religious, linguistic, and cultural backgrounds, but in the public perception they often tend to be lumped together. While the texts of writers such as Gary Shteyngart, Anya Ulinich, Irina Reyn or Elena Akhtiorskaya often draw explicitly on the writings of their famous predecessors (Abraham Cahan, Mary Antin, Anzia Yeznierska, Henry Roth and many more), they also play around with this legacy and thus go far beyond it. In this class, we will start by briefly discussing the literary traditions to then turn to some selected contemporary texts. We will be particularly concerned with how this literature enacts ethnicity, whiteness and differences of class and status.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations

Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

Literatur Please purchase the graphic novel *Lena Finckle's Magic Barrel* by Anya Ulinich. Further reading will be announced on StudIP as the semester approaches.

Celebrities: Stars in US-American Mass Culture, 1900-1930

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

Mo wöchentl. 12:00 - 14:00 24.10.2022 - 24.01.2023 1502 - 609

Kommentar This course will explore the celebrity cults that emerged as an integral part of US-American mass entertainment culture at the beginning of the twentieth century. We will be concerned with a variety of media – theater, film, literature, magazine culture – and investigate the ways in which famous personalities were produced (or ‘made themselves’) in particular media to then cross over into other fields and areas of entertainment culture. To get a more nuanced perspective, we shall approach celebrities in close conjunction with stories of fame and failure, and thus also be concerned with the popular narratives of the day that framed and shaped ideas of success and stardom.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

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

Climate Change Screen Cultures

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

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 1502 - 609

Kommentar In this course, we will research the relatively new phenomenon of “cli-fi.” This term, coined in the early 21st-century, is gaining currency in film, media, and television studies, as well as environmental humanities and literary studies. Riffing on the well-known expression “sci-fi” (short for science fiction), cli-fi refers to a similarly transmedial, transnational category of fiction, film, television, and performance that engage with the urgent issue of climate change. We will watch and discuss a set of primary texts (films and television series), as well as secondary sources drawn from film, media, and television studies, and from the social sciences and journalism. One of the central aims is to develop a working definition of cli-fi in order to analyze climate change narratives and representations.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag

(e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

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

Feeling (L)it

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

Fr wöchentl. 12:00 - 16:00 14.10.2022 - 25.11.2022 1502 - 609

Kommentar In this class we will explore the connections, synergies, and limits of affect and literature. To borrow from Alex Houen's *Affect and Literature*: "If affect extends to bodily sensation, then can it be conveyed adequately through language?" Can literature comprise the multidimensional, transtemporal dimensions of affect? How does literature express and represent feelings, sentiments, and experiences? How does literature navigate universal experience and individual positionality? And how can we translate our reading experiences into political responses?

By engaging with foundational texts from the field of phenomenology and affect theory, this class is designed to give an overview of theoretical approaches that are located in what has been termed the 'affective turn'. Further, we will read and discuss contemporary fiction and deal specifically with forms and structures of writing that make us feel (l)it.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – AmerF1, 2, 3 / *Further Information* – anna-lena.oldehus@engsem.~

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

Fixing Problems in the Progressive Era

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

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 609

Kommentar The Progressive Era (1896-1916) is often remembered as a period of profound social thought on the role that state programs can play in the betterment of human society. Authors, philosophers, policymakers, journalists, and educators participated throughout this period in a national and international conversation about the state and other institutions' responsibilities to human individuals and human society, often appealing for the ultimate homogeneity of the human species. Nevertheless, authors argued constantly about *how* institutions could improve the human condition. This course engages these debates by insisting on their ultimate diversity. We will consider texts by Jane Addams, John Dewey, Zitkála-Šá, and Zora Neale Hurston, among many others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Foundations in the Critique of Capitalism

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix | Fagan, Abigail

Di wöchentl. 14:00 - 16:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar In this course, we'll engage key texts, authors, and ideas from the critical frameworks of Marxist theory and Black Studies. Both Marxist thought and Black Studies address the development of human society as we know it today on a global scale, as interconnected through the unequal distribution of power and resources. Through our readings and course discussions, we will address the entanglements, diversions, and critiques of and between each discourse. We will consider texts by Karl Marx and Friedrich Engels, Theodor Adorno, Fred Moten, and Angela Davis, among others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: violence; structural racism). Please contact us via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~ and abigail.fagan@engsem.~

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

Immigration in American Literature

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 1502 - 609

Kommentar In "Narratives of Migration and Estrangement", Sara Ahmed explains that: "Migration is not only felt at the level of lived embodiment. Migration is also a matter of generational acts of storytelling about prior histories of movement and dislocation." Indeed, we cannot raise questions about (im)migration without considering key elements such as storytelling, voice, visibility, identity, space, and mobility. These issues will be a central part of this class as we will focus on representations of immigration in contemporary American literature. We will also consider the intersectionality of gender, class, marginalization, and hybridity that (re)shape immigrants' identities on the individual level and within their community.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: class, ethnicity, death, trauma, conflict). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – lujain.youssef@engsem.~

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

Literary Theory Now

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

Mo wöchentl. 10:00 - 12:00 17.10.2022 - 23.01.2023 1502 - 103

Kommentar This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant and in which they tend to be challenged. This class will not provide an overview of the different stages of theorization from the past to the present, but rather be concerned with how literary

studies 'work,' and how students can engage with and employ theory in their own work. To this end, we will explore different modes of reading and of analysis, moving from critical inquiry to practical application.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Maximale Teilnehmer*Innenzahl: 40

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

BritA

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis.

Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we will discuss as well.

We will use the novel to practice 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 practice 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.- 30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

Andrea Levy. *The Long Song* (2010)

Canada: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar	<p>In this course, students will explore the history, culture and literature of Canada, the second-largest country of the world by total area whose ten provinces and three territories extend from the Atlantic to the Pacific and northward into the Arctic Ocean.</p> <p>We will study a variety of printed, visual and audio-visual material from Anglo-Canadian, Aboriginal, and immigrant cultural traditions: historiographic texts and historical documents, paintings by Emily Carr (British Columbia) and by The Group of Seven (working in Ontario in the first half of the 20th century).</p> <p>We will pay special attention to the short stories by Alice Munro, winner of the Nobel Prize in Literature in 2013, and to First Nation writer Tomson Highway whose novel <i>Kiss of the Fur Queen</i> (1998) uses the trickster figure familiar from Cree oral culture.</p> <p>We will focus on how Canadian artists and writers reflect on the constructions of history, identity, race, and gender to establish how their works have contributed to shape an understanding of Canadian culture.</p> <p>To profit from the course, students have to be familiar with the analytical categories and theoretical paradigms of literary studies acquired in the Introduction to Literary Studies (AmerBritF1) and practiced in BritF3.</p> <p>The non-graded course work (SL) will be a short presentation on a text or phenomenon from the assigned material.</p>
Bemerkung	<p><i>Registration</i> – Stud.IP 01.-30.09.2022 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Size restriction</i> – 40 / <i>Further Information</i> – jana.gohrisch@engsem.~</p>
Literatur	<p><i>Required Reading and Purchase</i></p> <p>Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)</p> <p>https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/</p> <p>Highway, Tomson. <i>Kiss of the Fur Queen</i> (novel, 1998)</p> <p>Munro, Alice. "Boys and Girls", "A Bear Came over the Mountain", "Fiction" (short stories: http://paulmcveigh.blogspot.de/2013/10/alice-munro-free-short-stories.html)</p> <p>Please, buy and bring your own copy of Highway's <i>Kiss of the Fur Queen</i>. The historiographic and the visual material as well as the poems and short stories will be provided in a reader available from Copyshop Stork (Körnerstraße) and on Stud.IP.</p> <p>Please read Tomson Highway's novel and Alice Munro's short stories novel during term break, i.e. before the course begins.</p> <p><i>Reader</i> – copy shop Stork (Körnerstraße) and Stud.IP</p>

Esclavitud y su abolición—Slavery and its abolition: Texte und Bilder aus der spanisch-, englisch- und französischsprachigen Karibik vom 18. Jahrhundert bis in die Gegenwart

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

Di wöchentl. 14:00 - 16:00 11.10.2022 - 28.01.2023 1502 - 703

Kommentar	<p>In diesem Seminar, das im Team-Teaching mit Prof. Gohrisch aus der Anglistik angeboten wird, werden wir Texte, Bilder und Filme lesen und diskutieren, die sich mit Sklaverei und Abschaffung in der weiteren Karibik seit dem 18. Jahrhundert beschäftigen. Aufgrund ihrer einzigartigen Kolonisationsgeschichte sind die Hauptsprachen der karibischen Inseln Spanisch, Englisch und Französisch (jeweils mit kreolisierten Versionen) sowie Niederländisch. Wir werden Texte und Filme in Spanisch, Englisch sowie kurze Texte auf Französisch untersuchen. Wir werden sicherstellen, dass alle Studierenden der Diskussion folgen können. Übersetzungen der jeweiligen Texte liegen vor.</p> <p>Wir werden den intertextuellen und transnationalen Dialog zwischen einer britischen Sklavenerzählung und ihrer modernen französischen Theateradaption (Mary Prince)</p>
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im Vergleich zu einer kubanischen Sklavenerzählung (Manzano) und dem britischen Spielfilm *Twelve Years a Slave*, der im US-amerikanischen Deep South spielt, einbeziehen. Wir werden den transnationalen Verlauf der kolonialen und postkolonialen Konzeptualisierungen von Sklavenaufständen von Aphra Behns Proto-Roman *Oronooko* über Saint-Lamberts Kurzgeschichte "Ziméo" bis hin zu Alejo Carpentiers Roman *El reino de este mundo* aus Kuba aufzeigen. Darüber hinaus werden wir visuelle Darstellungen der Versklavung und Abschaffung über die Sprachgrenze hinweg untersuchen (Girodet, Turner), wobei wir ein besonderes Augenmerk auf textliche und visuelle Figurationen der haitianischen Revolution legen.

In this seminar, offered in team-teaching with Prof. Bandau from Romance Studies, we will read and discuss texts, images and films that deal with slavery and abolition in the wider Caribbean since the 18th century. Due to its unique history of colonisation, the main languages of the Caribbean islands are English and French (each with creolised versions) as well as Spanish and Dutch. We shall explore texts and films in English as well as short texts in French and Spanish available in English a/o German translation. Although the seminar will be taught in German, we will make sure that all students will be able to follow the discussion by providing simultaneous translation of class discussions into English.

We will look at the first British slave narrative by a woman (*Mary Prince*) in comparison to a Cuban slave narrative (*Manzano*) and the British feature film *Twelve Years a Slave* set in the US American Deep South based on the slave narrative by Solomon Northup. We will establish the trajectory of colonial and postcolonial conceptualisations of slave rebellions from Aphra Behn's proto-novel *Oronooko* via Saint-Lambert's short tale "Ziméo" to Alejo Carpentier's *El reino de este mundo* from Cuba. In addition, we will study visual representations of enslavement and abolition by painters such as Anne-Louis Girodet and William Turner paying special attention to textual and visual figurations of the Haitian Revolution.

Literatur

Die (Auszüge aus den) literarischen, visuellen und theoretischen Texten, die im Seminar behandelt werden, werden in einem digitalen Reader auf Stud.IP erhältlich sein.

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

The excerpts from the literary texts and the visual material covered in the seminar as well as the "Guidelines" will be available on Stud.IP.

Literary Representations of 19th-Century Labour Migration

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar

This seminar draws on recent approaches in New Labour History to study the representation of labour migration in 19th-century British literature. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of British social, cultural and literary history acquired in the Survey lecture (BritF2), we shall investigate Matthew Lewis's *Journal of a West India Proprietor: Kept During a Residence in the Island of Jamaica* (1834) and Elizabeth Gaskell's industrial novel *North and South* (1854). Shifting the focus to the late 19th century, which saw the dramatic decline of the British Empire, the seminar concludes with a discussion of Joseph Conrad's *Heart of Darkness* (1899). You will work with definitions of terms and concepts by using relevant specialist literature such as encyclopedias, dictionaries and scholarly articles in order to determine how the texts negotiate the movement of people under the shifting conditions of industrial capitalism.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 / *Further Information* –hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022).

The "Guidelines" are for sale in Copyshop Stork, on Stud.IP or accessible here: www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please purchase Gaskell's *North and South* and Conrad's *Heart of Darkness* in well-annotated editions (e.g. Oxford World's Classics or Penguin Classics) and read at least Gaskell's novel prior to class. Lewis's *Journal* is available here:<https://www.gutenberg.org/files/54500/54500-h/54500-h.htm>).

All other material will be provided on Stud.IP at the beginning of the term.

The Gothic in British Literature

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

Mo wöchentl. 12:00 - 14:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Since its emergence in the late 18th century, the Gothic has proved one of the most productive modes in English-speaking literature. In this advanced class, we shall begin by reading a major representative of the genre, namely Horace Walpole's *The Castle of Otranto* (1764), arguably the first British gothic novel. Subsequently, we will discuss excerpts from Mary Shelley's *Frankenstein* (1818) before turning to numerous short stories in the gothic mode. Using the terminology from AmerBritF1, we shall consider the genre conventions of gothic texts, and analyse them in terms of their (Gothic) characters, plots, and settings. Apart from this narratological and structural approach, we shall use historical and cultural knowledge from the lecture series (BritF2) to consider how these texts negotiate issues connected with the emergent middle classes, but also gender, imperialist and sexual themes. Please note: in accordance with the genre conventions of gothic literature, this class will feature numerous sensitive topics such as death, violence and abuse. AAS students are welcome to join this class as part of the AAS2 or AAS3 module.

Bemerkung Registration Stud.IP 01.09.-30.09.22 / Size restriction – 40 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information – janna-lena.neumann@engsem.uni-hannover.de

Literatur *Required Reading*

Please get hold of a scholarly edition of Horace Walpole's *The Castle of Otranto Reader* – copy shop Stork (Körnerstraße) and Stud.IP

Theories and Methods of Literary Studies

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

Mi wöchentl. 10:00 - 12:00 12.10.2022 - 25.01.2023 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 (SL) work is a short excerpt covering one chapter of Barry's *Beginning Theory*.

Bemerkung

Registration – Stud.IP 01.-31.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur

Required Reading and Purchase

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

Brontë, Charlotte. *Jane Eyre*. Norton, 2016 (or: Oxford World's Classics or Penguin Classics editions complete with introduction and notes).

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

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 3) and on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

Reader – copy shop Stork (Körnerstraße) from 10 October 2022 and Stud.IP

Visions of the Future? - Anglophone Science Fiction through the Ages

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

Mo wöchentl. 14:00 - 16:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar

Science Fiction. Or is it 'Speculative Fiction'? Where do you draw that line? Terms that evoke associations of spaceships, alien lifeforms, innovative technology, strange worlds, utopian worlds, dystopian worlds a little too familiar... A literature that asks the question: '*what if?*'.

In this seminar we will examine the development of the genre from the 1890s until today. We will begin by addressing the difficulty of defining science fiction, considering excerpts from antecedents published before the nineteenth century and then go on to consider our first case study, H.G. Wells' novel *The Time Machine* (1895). Turning to short stories from the so-called Golden Age as well as by authors such as Ray Bradbury, James Tiptree Jr., Ursula K. Le Guin and more we will continue to explore the worlds imagined and the political and ethical issues raised by those texts as well as the cultural and historical contexts of their publication. To close the seminar, we will examine Naomi Alderman's novel *The Power* (2016). Throughout the seminar we will be applying theoretical frameworks such as Structuralism, Postcolonial Theory, Gender Studies, Ecocriticism and Posthumanism.

During term break please pick your favourite sf text and be prepared to introduce it and why you consider it to be sf in our first session.

Please purchase your own copies of H.G. Wells *The Time Machine* (1895) and Naomi Alderman: *The Power* (2016). All short stories and secondary texts will be made available on Stud.IP.

Bemerkung	Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –elena.ippendorf@engsem.~
Literatur	Bould, Mark ed. <i>The Routledge Companion to Science Fiction</i> (2009) Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021) Roberts, Adam. <i>Science Fiction</i> (2006)

Welsh Writing in English - Writing the Nation?

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

Mo wöchentl. 18:00 - 20:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Out of the four nations of the UK, Wales is the one most frequently overlooked, its separate identity conflated with that of England, its former coloniser. Since Wales is arguably a stateless nation, imaginative narratives of nation are of particular importance to notions of national identity.

In this seminar we will be examining how a diverse range of authors are 'writing Wales', imagining and constructing the nation, in English, the language of the former coloniser.

We will cover poetry by R.S. Thomas, Gwyneth Lewis and Hanan Issa and short stories by Margiad Evans and Leonora Brito, set in rural Wales and Cardiff's Butetown respectively.

Continuing to scrutinise narratives of nation we will then turn to Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001) set in the titular seaside town and the feature film *Pride* (2014), directed by Matthew Warchus, about the unlikely alliance between a Lesbian and Gay activist group from London and a small mining community in the Valleys during the miners' strike 1984-5.

We will consider both the regional specificity of the texts as well as trace recurring themes across geographical and generic lines. Throughout the seminar we will apply theoretical frameworks such as Structuralism, Gender and Queer Studies, Postcolonial Theory, and Film Studies.

Please purchase your own copy of Malcolm Pryce: *Aberystwyth Mon Amour* (2001) as well as access to the film *Pride* (2014). All other texts will be made available on Stud.IP.

During term break please read up on Welsh history as well as the basic principles of literary analysis (see recommendations).

Bemerkung	Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –elena.ippendorf@engsem.~
Literatur	Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021) Johnes, Martin. <i>Wales: England's Colony?</i> (2019) Nünning, Vera and Ansgar. <i>An Introduction to the Study of English and American Literature</i> . 4th edition (2014)

LingA1

Learner Corpus Research

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

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 703

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

Instruction), as well as by work in teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.

Bemerkung Registration – StudIP 01.09. - 30.09.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~
Literatur Required Reading - Texts will be provided in class.

Linguistic Landscape(s)

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

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

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

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

Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

Size restriction – 25

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

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

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

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

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

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

Politeness in English

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

Kommentar We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social

and cultural values of social groups or even a whole society, helping us to understand how humans 'encode' states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments.

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The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources.

We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms 'polite' or 'impolite' to linguistic phenomena.

We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony ('mock politeness') and banter ('mock impoliteness').

Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

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

Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.

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

LingA2

Learner Corpus Research

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

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 703

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

Bemerkung *Registration* – StudIP 01.09. - 30.09.2022 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur *Required Reading* - Texts will be provided in class.

Linguistic Landscape(s)

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions

and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.

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

Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

Size restriction – 25

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

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

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

Literatur

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

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

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

Politeness in English

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

Kommentar

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

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the prevalent view that it is impossible to apply the terms 'polite' or 'impolite' to linguistic phenomena.

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Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

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

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

Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.

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

Masterarbeit

Kolloquium

Exam Colloquium

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

Mo wöchentl. 18:00 - 20:00 10.10.2022 - 23.01.2023 1502 - 609

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

Further information –ruth.mayer@engsem.~

Bemerkung *Registration* – Stud.IP FüBA, M.Ed etc. 1.09-15.09.2020; MAAS 17.-30.09.2020 /

Prerequisites – BA: none, MA: none / Further information – ruth.mayer@engsem.~

Literatur

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

Kolloquium zum Studienabschluss (MEd.)

Kolloquium, SWS: 2, Max. Teilnehmer: 20
Kuhrs Woltin, Alexander

Mo wöchentl. 16:00 - 18:00 10.10.2022 - 23.01.2023 1502 - 615

Kommentar Dieses Kolloquium zum Studienabschluss ist eine unterstützende Begleitung für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen anstreben. 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 Exposé, 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* – alexander.kuhrs.woltin@engsem.uni-hannover.de

Literatur

Required Reading: See course page on StudIP.

Masterstudiengang Lehramt an berufsbildenden Schulen - Fach Englisch

Intermediate and Advanced Linguistics TECH (LingF4/LingA1/LingA2)

LingF4

English Dialectology

Seminar, SWS: 2
Altendorf, Ulrike

Do wöchentl. 12:00 - 14:00 13.10.2022 - 26.01.2023 1502 - 703

Kommentar This course will give an overview over socio-regional variation in England with a focus on London and the South East (Cockney, MLE), the South West, East Anglia and the North of England.

We will also explore recent and current studies in English Dialectology studying basic theoretical concepts and variationist research methods.

Bemerkung *Registration* – StudIP 01.09. - 30.09.22 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

Increasing teaching proficiency via researching learner language

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

Block 09:00 - 16:30 04.10.2022 - 06.10.2022 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

Learner Corpus Research

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

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 703

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Bemerkung *Registration* – StudIP 01.09. - 30.09.2022 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

Linguistic Landscape(s)

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

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

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Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

Size restriction – 25

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

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

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

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

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Politeness in English

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

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Bemerkung

Registration – Stud.IP 01.09.2022-30.09.2022

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

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LingA2

Learner Corpus Research

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

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 703

Kommentar

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Bemerkung

Registration – StudIP 01.09. - 30.09.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~

Literatur

Required Reading - Texts will be provided in class.

Linguistic Landscape(s)

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar

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Bemerkung

Registration – Stud.IP 01.09.2022-30.09.2022

Size restriction – 25

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

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Politeness in English

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

Kommentar

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

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Bemerkung	<p>deal with impoliteness and the related phenomena of irony ('mock politeness') and banter ('mock impoliteness').</p> <p><i>Registration</i> – Stud.IP 01.09.2022-30.09.2022</p> <p><i>Size restriction</i> – none</p> <p><i>Prerequisites</i> – LingF1-LingF4 (FüBA); M1-M3 (DEL)</p> <p><i>Studiengänge</i> – FüBA, 3. Fach LG, MEd LG, MEd LbS, DEL</p> <p><i>Further information</i> – rainer.schulze@engsem.uni-hannover.de</p>
Literatur	<p>The following textbook will be used in class and is recommended for purchase:</p> <p>Leech, Geoffrey. 2014. <i>The Pragmatics of Politeness</i>. Oxford: Oxford University Press.</p> <p>Please make sure that you order your copy of the book asap.</p>

Advanced Methodology of Teaching English as a Foreign Language mit Schulpraktikum (DidA/DidPA)

DidA

From Assessment to Personalized Learning in the EFL Classroom - Principles, Tools, Material and Integrative Strategies for Heterogeneous Classrooms

Seminar, SWS: 2, Max. Teilnehmer: 25
Jones, Roger Dale

Mi wöchentl. 10:00 - 12:00 12.10.2022 - 25.01.2023 1502 - 615

Kommentar "One size fits all" might work for some lines of clothing, but not for teaching. Classrooms today are becoming more heterogeneous, with learners from different cultural, socioeconomic and linguistic backgrounds that bring with them very different expectations and English language proficiency skills. Teaching English in a way that pretends that all learners have the same needs and abilities misses the mark, as some learners become over- while others underchallenged, and many fail to experience learning as both a personal and a personalized process. By the end of this seminar, learners will be able to explain what heterogeneity means in the English classroom, as well as its origins, markers, challenges and opportunities. Students will also be able to identify and explain different types of assessment, and especially their principles, functions and associated tools and resources that exist for teachers. Finally, learners will be able to utilize various strategies for integrating different types of assessment for heterogeneous groups, in order to develop both language skills and complex competences. Course credit (Studienleistung) is based on active participation in class and a collaborative presentation on an assigned topic. The examination credit (Prüfungsleistung) is based on a portfolio assignment that will involve reflections on in-class assignments and topics as well as on self-developed materials and plans for integrating personalized assessment for heterogeneous groups.

Bemerkung Registration – StudIP / Size restriction 25 / Prerequisites: DidF / Further Information – alexander.kuhr.wolfin@engsem.uni-hannover.de

Literatur See course page on StudIP.

Teaching Comics and Graphic Novels

Seminar, SWS: 2, Max. Teilnehmer: 30
Jones, Roger Dale

Mo wöchentl. 10:00 - 12:00 10.10.2022 - 23.01.2023 1502 - 615

Kommentar The combination of word and image shares a long history in both everyday communication and storytelling. Today, this combination is pervasive for example online, in public transit, as well as in newspapers and literature. This course will focus on the narrative combination of word and image in comics and graphic novels - as a form of entertainment, a mode of communication and of sharing culture, and as a way of making sense of the world around us and the people and events in it. For the EFL classroom, comics and graphic novels offer motivating input that can not only help scaffold language

learning, but also teach intercultural communicative and media competence. In this seminar, students will learn how to justify the use of comics and graphic novels in the foreign language classroom, to develop skills of analyzing such literature - as well as existing teaching materials - and to establish and practice skills of integrating comics and graphic novels into activities, tasks as well as lesson and unit plans. Course credit (Studienleistung) is based on active participation in class and a collaborative presentation on an assigned topic. The examination credit (Prüfungsleistung) is based on a portfolio assignment that will involve reflections on in-class assignments and topics as well as on self-developed materials and plans for teaching a comic or graphic novel.

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

Literatur See course page on StudIP.

Teaching English with Interactive Media

Seminar, SWS: 2, Max. Teilnehmer: 25
Jones, Roger Dale

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 615

Kommentar Digital interactive media is a major part of life and learning in today's world, and it holds great potentials for both the learning and teaching of English as a foreign language. Such media can serve as channels of communication or of representation, but they can also serve as powerful tools that enhance work or even as trainers and tutors in learning English and other skill sets. In the not so far future, AI and natural language processing will likely serve as both language partners and language teachers, providing one-on-one service, analysis and feedback to learners. In this introductory seminar, participants will look at different models of media competency and literacy and explore their role in school curricula for modern foreign languages in Lower Saxony. Participants will also learn how to recognize different categories of interactive media and their differing potentials for language learning and teaching. Furthermore, they will also become familiar with different examples of existing digital foreign language learning media, their potentials and weaknesses for language learning, and different methods of integrating them into the EFL classroom. Course credit (Studienleistung) is based on active participation in class and a collaborative presentation on an assigned topic. The examination credit (Prüfungsleistung) is based on a portfolio assignment that will involve reflections on in-class assignments and topics as well as on self-developed materials and plans for teaching with interactive digital media.

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

Literatur See course page on StudIP.

Transformative Horizons: Multicultural Perspectives on Teaching English as a Foreign/Second Language

Seminar, SWS: 2, Max. Teilnehmer: 25
Beck, Alena

Do wöchentl. 12:00 - 14:00 13.10.2022 - 26.01.2023 1502 - 615

Kommentar In preparation for a transnational, collaborative exchange with Purdue University in West-Lafayette (Indiana), this seminar will deal with critical issues of teaching English as a foreign and second language learning perspective in a project-oriented way.

Throughout this seminar, students will get acquainted with culturally specific discourses on central theories and concepts of inclusive and diversity-sensitive foreign language teaching in Germany. We will focus on different dimensions of diversity (e.g., race, gender, multilingualism, etc.) and adopt multidimensional perspectives on the German foreign language educational system to enhance critical (cultural) awareness as a key component of a professional future teacher perspective.

To obtain course credit (*Studienleistung*), students are expected to prepare weekly assignments outlined in the syllabus, research on assigned topics and present their results in a multimedia way. An independently designed digital product (e.g., screencast

	video, podcast, poster) and a corresponding exposé (written assignment) make up the examination credits (<i>Prüfungsleistung</i>).
Bemerkung	Registration – StudIP / Size restriction – 25 / Prerequisites – DidF / Further Information – alena.beck@engsem.uni-hannover.de
Literatur	Texts and materials will be provided on Stud.IP.

DidPA

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

Seminar, Max. Teilnehmer: 12
Traumann, Sven

Mi Einzel	16:00 - 19:00	23.11.2022 - 23.11.2022	1502 - 613
Kommentar	<p>Studierende, die im Sommersemester das (Haupt-)Seminar DidPA und ihr Fachpraktikum erfolgreich abgeschlossen sowie ein erstes <i>Draft</i> 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.</p> <p>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.</p> <p>Es handelt sich um eine verbindliche Blockveranstaltung von 270 Minuten Länge:</p> <ul style="list-style-type: none"> 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 <p>Bitte melden Sie sich via StudIP an und ordnen Sie sich einer Blockveranstaltung zu. Die Blockveranstaltungen sind auf max. 12 Teilnehmer*innen begrenzt.</p>		

Seminar I	Becker-Rolfs Thema: Feedback
Seminar II	Traumann Thema: Diversity in the Classroom - Dealing with Differences
Seminar III	Blanckertz Thema: LRS / Dyslexia im EU
Bemerkung	Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA / Further Information – sven.traumann@engsem.uni-hannover.de

Feedback (Zusatzveranstaltung im Block)

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

Mo Einzel	15:00 - 18:00	07.11.2022 - 07.11.2022	1502 - 613
Kommentar	<p>Studierende, die im Sommersemester das (Haupt-)Seminar DidPA und ihr Fachpraktikum erfolgreich abgeschlossen sowie ein erstes <i>Draft</i> 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.</p> <p>Neben Einblicken in aktuelle englischunterrichtspraktische Themen, soll die Fachpraktikumsreflexion und ein kollegiales Feedback zu spezifischen Fragen zu dem</p>		

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
Seminar II	Traumann Thema: Diversity in the Classroom - Dealing with Differences
Seminar III	Blanckertz Thema: LRS / Dyslexia im EU

Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA / Further Information – carolin.becker-rolfs@engsem.uni-hannover.de

LRS / Dyslexia im EU (Zusatzveranstaltung im Block)

Seminar, Max. Teilnehmer: 12
Blanckertz, Janka

Fr Einzel 15:00 - 18:00 13.01.2023 - 13.01.2023 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
Seminar II	Traumann Thema: Diversity in the Classroom - Dealing with Differences
Seminar III	Blanckertz Thema: LRS / Dyslexia im EU

Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA /
Further Information – janka.blanckertz@engsem.uni-hannover.de

Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
Becker-Rolfs, Carolin

Mo wöchentl. 14:00 - 16:00 10.10.2022 - 23.01.2023 1502 - 615

Kommentar Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Der Fokus liegt auf Unterrichtsplanungen aus der und für die Praxis. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven. Neben binnendifferenzierenden Unterrichtsmaßnahmen wird auf den Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe fokussiert. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Als Studienleistung arbeiten Sie an einem aufgabenbasierten Portfolio und nehmen den Blockkonsultationstermin bei Becker-Rolfs, Blanckertz, oder Traumann wahr – siehe KVV).

Bemerkung Registration – StudIP 01.09.-30.09.22 / Size restriction – 20 / Prerequisites – DidF /
Further Information – carolin.becker-rolfs@engsem.uni-hannover.de

Literatur Thaler, E. Englisch unterrichten: Grundlagen - Kompetenzen - Methoden. Cornelsen, 2012.

Der Kauf dieses Grundlagenwerks wird vorausgesetzt.

Zusätzliche Texte werden via StudIP bereitgestellt.

Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
Kuhrs Woltin, Alexander

Di wöchentl. 16:00 - 18:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Der Fokus liegt auf Unterrichtsplanungen aus der und für die Praxis. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven. Neben binnendifferenzierenden Unterrichtsmaßnahmen wird auf den Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe fokussiert. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Als Studienleistung arbeiten Sie an einem aufgabenbasierten Portfolio und nehmen den Blockkonsultationstermin bei Becker-Rolfs, Blanckertz, oder Traumann wahr – siehe KVV).

Bemerkung Registration – StudIP 01.09.-30.09.22 / Size restriction – 20 / Prerequisites – DidF /
Further Information – carolin.becker-rolfs@engsem.uni-hannover.de

Literatur Thaler, E. Englisch unterrichten: Grundlagen - Kompetenzen - Methoden. Cornelsen, 2012.

Der Kauf dieses Grundlagenwerks wird vorausgesetzt.

Zusätzliche Texte werden via StudIP bereitgestellt.

Fachpraktikum

Fachpraktikum (1)

Fachpraktikum, SWS: 2
Kuhrs Woltin, Alexander

Do wöchentl. 14:00 - 16:00 26.01.2023 - 30.03.2023 1502 - 615

Kommentar Das Lehrgebiet Didaktik des Englischen hat diverse Kooperationschulen (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 Mentor:innen, werden zusätzlich drei universitäre Veranstaltungsblocke angeboten: Eine Fachpraktikumsvorbereitungsveranstaltung Eine Fachpraktikumszwischenevaluationsveranstaltung 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 Further Information –alexander.woltin@engsem.uni-hannover.de

Fachpraktikum (2)

Fachpraktikum, SWS: 2
Kuhrs Woltin, Alexander

Fr wöchentl. 14:00 - 16:00 27.01.2023 - 24.03.2023 1502 - 615

Kommentar Das Lehrgebiet Didaktik des Englischen hat diverse Kooperationschulen (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 Mentor:innen, werden zusätzlich drei universitäre Veranstaltungsblocke angeboten: Eine Fachpraktikumsvorbereitungsveranstaltung Eine Fachpraktikumszwischenevaluationsveranstaltung 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 Further Information –alexander.woltin@engsem.uni-hannover.de

Intermediate American Literature and Culture (AmerF2/AmerF3)

AmerF2

Survey of North American Literature and Culture

Vorlesung, SWS: 2
Mayer, Ruth

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 1502 - 103

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

Bemerkung *Registration* – Stud.IP 1.9.-16.10.2022 / *Prerequisites* – none / *Further Information* – ruth.mayer@engsem.~

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

AmerF3

Beginning Film Analysis: Horror Movies

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

Mo wöchentl. 16:00 - 18:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar This seminar offers an introduction to the basics of film analysis and interpretation, using US-American horror films from the last four decades as examples. The seminar addresses fundamental elements of film language, basics of film narratology, the role of special effects, as well as the narrative appeals, visceral spectacles, and ideological messages of the horror genre. To engage with these issues, the seminar considers both modern classics, such as Ridley Scott's *Alien* (1979), John Carpenter's *The Thing* (1982), or Bernard Rose's *Candyman* (1992) as well as more recent films such as Gore Verbinski's *The Ring* (2002), Karyn Kusama's *The Invitation* (2015), and Jordan Peele's *Get Out* (2017) (the final selection of films will be announced at the start of the semester).

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death; graphic violence). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP 01.09. – 30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / *Further information* – felix.brinker@engsem.~

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

Realism, Modernism, and Visuality

Seminar, SWS: 2, Max. Teilnehmer: 30
Czelustek, Sabrina

Di wöchentl. 14:00 - 16:00 11.10.2022 - 24.01.2023 1502 - 609

Kommentar The second half of the nineteenth and the first decades of the twentieth century cover the period of what literary history refers to as Realism and Modernism. Historically speaking, it was a time of upheaval on both sides of the Atlantic. Numerous technological inventions plus a series of sociocultural and scientific developments mark this period. Photography and film, alongside numerous other media of visual representation, impacted on the ways in which reality was now thought and experienced. This brought about a new obsession with visuality and the emergence of visual modes of narration and visual narratives such as *trompe l'oeil*, illustrated magazines, or comics. This course will investigate the specific relation of Realism/Modernism and the visual. Focusing on the United States and occasionally addressing Europe, we will consider the technological and material conditions as well as the social, cultural, and historical context to understand how and why the visual became such a central mode of perception during this time. In addition, we will engage with a wide range of contemporary texts, taking into consideration how images entered into written narratives, how text/image relations were established and used, and how the new interest in visuality transformed the very idea of narrative at large.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung Registration – Stud.IP 01.09. – 30.09.22 / Prerequisites – AmerBritF1 / Further Information – sabrina.czelustek@engsem.~

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

True Womanhood? Nineteenth-Century Idea(l)s of Femininity

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

Mo wöchentl. 10:00 - 12:00 10.10.2022 - 23.01.2023 1502 - 609

Kommentar In this course we will investigate the conceptualizations of gender in the United States of the early to mid-nineteenth century. We will start by discussing exemplary texts charting the so-called 'cult of domesticity' and the model figure of the true woman. In doing so, we will also investigate the limits of the gender ideology of the time. 'True women' could be all sorts of things, and the idea allowed for considerable agency. The ideology applied to white middle-class women, but it affected women of color, immigrant women and working-class women likewise. We shall also see that there was no sharp divide between the 'true' and the 'new' woman, and that the transition between the models of womanhood was fleeting. We will be concerned with literary texts, political manifestos, guidebooks and manuals, essays and speeches, and thus engage with a broad range of different texts sorts and genres.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP 01.09. – 30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture / Further information – ruth.mayer@engsem.~

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

Intermediate British Literature and Culture (BritF2/BritF3)

BritF2

BritF3

Practising Literary Criticism: British Literatures and Cultures

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

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar The seminar accompanies but does not substitute the BritF2 Survey. Participation in the weekly (online) lecture is mandatory 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 special focus will be on William Shakespeare's *As You Like It* and Mary Shelley's *Frankenstein*. Further texts discussed in class will include Shakespearean sonnets, excerpts from narrative and dramatic texts (Jane Austen's *Pride and Prejudice* as well as Oscar Wilde's *The Importance of Being Earnest*), poems by John Agard and Grace Nichols as well as paintings by J.M.W. Turner. We shall investigate how these 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 encyclopaedias, dictionaries and scholarly texts.

Bemerkung Registration – Stud.IP 01.09.-30.09.2022 / Prerequisites – AmerBritF1; recommended: BritF2 / Further Information –hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022).

The "Guidelines" are for sale in Copyshop Stork, on Stud.IP or accessible here: www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please get hold of Shakespeare's *As You Like It* in the Arden edition (ed. Juliet Dusinberre, 2006) and Shelley's *Frankenstein* in a well-annotated edition (Oxford World's Classics or Penguin Classics) and read at least Shakespeare's play prior to class. All other primary and secondary material will be provided in a reader available for purchase from Copyshop Stork and on Stud.IP at the beginning of the term.

Reader – Copyshop Stork (Körnerstraße 3) from 10.10.2022 and Stud.IP

Masterarbeit

Zertifikatsprogramm Lehramt an Gymnasien - Fach Englisch

Foundations Linguistics (LingF1/LingF2)

LingF1

Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 40
Jalanesh, Aida

Do wöchentl. 14:00 - 16:00 20.10.2022 - 26.01.2023 1502 - 609

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

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

Bemerkung Registration – Stud.IP 01.09. - 15.10.22 / *Prerequisites* – none / *Further Information* – aida.jalanesh@engsem.~

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

Introduction to Linguistics I

Vorlesung, SWS: 2
Jalanesh, Aida

Do wöchentl. 12:00 - 14:00 20.10.2022 - 26.01.2023 1502 - 003

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

Bemerkung Registration – Stud.IP 01.09. - 15.10.22 / *Prerequisites* – none / *Further Information* – aida.jalanesh@engsem.~

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

Introduction to Linguistics I

Vorlesung, SWS: 2, Max. Teilnehmer: 40
Troitzschel, Yasmin

Mi wöchentl. 16:00 - 18:00 19.10.2022 - 25.01.2023 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 01.09. - 15.10.22 / *Prerequisites* – none / *Further Information* – aida.jalanesh@engsem.~

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

LingF2

Introduction to Linguistics II

Vorlesung, SWS: 2, Max. Teilnehmer: 20
Troitzschel, Yasmin

Mi wöchentl. 12:00 - 14:00 19.10.2022 - 25.01.2023 1502 - 709

Kommentar	The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it fulfils. This course is a sequel to Introduction to Linguistics I and will cover areas such as semantics and pragmatics, sociolinguistics, varieties of English, and historical linguistics.
Bemerkung	Registration – Stud.IP 01.09. - 30.09.2022 / Prerequisites – LingF1 / Further Information –yasmin.troitzschel@engsem.~
Literatur	Required Reading: Herbst, Thomas. 2010. <i>English Linguistics</i> . Berlin/New York: Walter de Gruyter.

Intermediate Linguistics (LingF3/LingF4)

LingF3

Phonetics & Phonology for Bachelor Students

Vorlesung, SWS: 2
Altendorf, Ulrike

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 003

Kommentar This course will introduce students to segmental and supra-segmental features of the major reference accents of English, Received Pronunciation (RP) and General American (GA). The theoretical angle will be contrastive and variationist preparing students for both branches of their future studies.

From a contrastive point of view, we will be focusing on differences between RP and General American on the one hand and High German on the other hand. From a variationist point of view, we will be studying current and recent trends in standard accents and major regional varieties.

Students will also develop skills in perceiving, articulating and transcribing vowels, diphthongs and consonants using IPA symbols.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2022 / *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

English Dialectology

Seminar, SWS: 2
Altendorf, Ulrike

Do wöchentl. 12:00 - 14:00 13.10.2022 - 26.01.2023 1502 - 703

Kommentar This course will give an overview over socio-regional variation in England with a focus on London and the South East (Cockney, MLE), the South West, East Anglia and the North of England.

We will also explore recent and current studies in English Dialectology studying basic theoretical concepts and variationist research methods.

Bemerkung *Registration* – StudIP 01.09. - 30.09.22 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

Increasing teaching proficiency via researching learner language

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

Block 09:00 - 16:30 04.10.2022 - 06.10.2022 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.~*

Advanced Linguistics (LingA1/LingA2)

LingA1

Learner Corpus Research

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

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 703

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

Bemerkung Registration – StudIP 01.09. - 30.09.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

Linguistic Landscape(s)

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

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

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

How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs monolingual, bilingual, multilingual and in what ways, i.e. what combinations of languages do occur? Are different languages used for different contents and in different domains? In what forms do signs occur (notice boards, traffic signs, billboards, shop windows, posters,

flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites)?
What about the language in terms of normativity: orthography, handwriting conventions, lexicon, morphology, syntax, literacy level, etc.?

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

Bemerkung

Registration – Stud.IP 01.09.2022-30.09.2022

Size restriction – 25

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

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

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

Literatur

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

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

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

Politeness in English

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

Kommentar

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

This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest.

The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources.

We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms 'polite' or 'impolite' to linguistic phenomena.

We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony ('mock politeness') and banter ('mock impoliteness').

Bemerkung

Registration – Stud.IP 01.09.2022-30.09.2022

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

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

Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.

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

LingA2

Learner Corpus Research

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

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 703

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

Bemerkung Registration – StudIP 01.09. - 30.09.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

Linguistic Landscape(s)

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

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

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

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

Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

Size restriction – 25

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

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

- Literatur *Further information* –rainer.schulze@engsem.uni-hannover.de
 The following textbook will be used in class and is highly recommended for purchase:
 Schmitt, Holger. 2018. *Language in the Public Space. An Introduction to the Linguistic Landscape*. ISBN 978-1-9829-2542-0 (independently published).
 Please make sure that you order your copy of the book asap.

Politeness in English

Seminar, SWS: 2
 Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

Kommentar We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans 'encode' states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments.

This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest.

The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources.

We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms 'polite' or 'impolite' to linguistic phenomena.

We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony ('mock politeness') and banter ('mock impoliteness').

Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

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

Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.

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

Foundations Literature and Culture (AmerBritF1)

AmerBritF1

Introduction to Literary Studies

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

Mo wöchentl. 14:00 - 16:00 17.10.2022 - 23.01.2023 1502 - 609

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 (including poetry, comics, and film) and periods (from the nineteenth to the twenty-first century).

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP 1.9.-16.10.2022 / *Prerequisites* – none / *Further Information* – ilka.brasch@engsem.~

Maximale Teilnehmer*innenzahl: 40

Literatur The theoretical texts and primary material for this class will be made available on Stud.IP since we do not operate with a dedicated textbook.

Introduction to Literary Studies

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

Mi wöchentl. 10:00 - 12:00 19.10.2022 - 25.01.2023 1502 - 609

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 (including poetry, comics, and film) and periods (from the nineteenth to the twenty-first century).

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP 1.9.-16.10.2022 / *Prerequisites* – none / *Further Information* – anna-lena.oldehus@engsem.~

Maximale Teilnehmer*innenzahl: 40

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.

Introduction to Literary Studies

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

Mo wöchentl. 10:00 - 12:00 17.10.2022 - 23.01.2023 1502 - 703

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

Bemerkung	Registration Stud.IP 01.09.-10.10.22 / Size restriction – 40 / Prerequisites – none / Further Information – janna-lena.neumann@engsem.uni-hannover.de
Literatur	Vera and Ansgar Nünning. <i>An Introduction to the Study of English and American Literature</i> . Trans. Jane Dewhurst. Stuttgart: Klett, 2004 Reader - copy shop Stork (Körnerstraße) and Stud.IP from 11.10.2022

Introduction to Literary Studies

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

Mi wöchentl. 08:00 - 10:00 19.10.2022 - 25.01.2023 1502 - 703

Kommentar This course is a general introduction to Literary Studies and aims at familiarising students with the fundamentals necessary for the study of literatures in English.

The course will acquaint students with different theoretical approaches to literature as well as important critical concepts, tools and methods in order to further their skills in description, analysis and interpretation. For illustration and practice, we will draw on representative, mainly British texts from a variety of genres and periods.

We will concentrate on codes and conventions, which means paying special attention to the aesthetic shape of the literary texts.

Bemerkung Registration – Stud.IP 01.09.2022-10.10.2022 / Prerequisites – none / Further Information – jana.gohrisch@engsem.~

Literatur Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

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

All other materials will be provided in a reader available from Copyshop Stork (Körnerstraße) and on Stud.IP.

Reader – Copyshop Stork (Körnerstraße) from 10 October 2022 and Stud.IP

Intermediate American Literature and Culture (AmerF2/AmerF3)

AmerF2

Survey of North American Literature and Culture

Vorlesung, SWS: 2
Mayer, Ruth

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 1502 - 103

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

- Bemerkung *Registration* – Stud.IP 1.9.-16.10.2022 / *Prerequisites* – none / *Further Information* – ruth.mayer@engsem.~
- Literatur All course texts will be made available on Stud.IP.

AmerF3

Beginning Film Analysis: Horror Movies

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

Mo wöchentl. 16:00 - 18:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar This seminar offers an introduction to the basics of film analysis and interpretation, using US-American horror films from the last four decades as examples. The seminar addresses fundamental elements of film language, basics of film narratology, the role of special effects, as well as the narrative appeals, visceral spectacles, and ideological messages of the horror genre. To engage with these issues, the seminar considers both modern classics, such as Ridley Scott's *Alien* (1979), John Carpenter's *The Thing* (1982), or Bernard Rose's *Candyman* (1992) as well as more recent films such as Gore Verbinski's *The Ring* (2002), Karyn Kusama's *The Invitation* (2015), and Jordan Peele's *Get Out* (2017) (the final selection of films will be announced at the start of the semester).

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death; graphic violence). Please contact me via email if you would appreciate notes for specific kinds of content.

- Bemerkung *Registration* – Stud.IP 01.09. – 30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / *Further information* – felix.brinker@engsem.~
- Literatur All texts will be made available via Stud.IP.

Realism, Modernism, and Visuality

Seminar, SWS: 2, Max. Teilnehmer: 30
Czelustek, Sabrina

Di wöchentl. 14:00 - 16:00 11.10.2022 - 24.01.2023 1502 - 609

Kommentar The second half of the nineteenth and the first decades of the twentieth century cover the period of what literary history refers to as Realism and Modernism. Historically speaking, it was a time of upheaval on both sides of the Atlantic. Numerous technological inventions plus a series of sociocultural and scientific developments mark this period. Photography and film, alongside numerous other media of visual representation, impacted on the ways in which reality was now thought and experienced. This brought about a new obsession with visuality and the emergence of visual modes of narration and visual narratives such as *trompe l'oeil*, illustrated magazines, or comics. This course will investigate the specific relation of Realism/Modernism and the visual. Focusing on the United States and occasionally addressing Europe, we will consider the technological and material conditions as well as the social, cultural, and historical context to understand how and why the visual became such a central mode of perception during this time. In addition, we will engage with a wide range of contemporary texts, taking into consideration how images entered into written narratives, how text/image relations were established and used, and how the new interest in visuality transformed the very idea of narrative at large.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

- Bemerkung *Registration* – Stud.IP 01.09. – 30.09.22 / *Prerequisites* – AmerBritF1 / *Further Information* – sabrina.czelustek@engsem.~

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

True Womanhood? Nineteenth-Century Idea(l)s of Femininity

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

Mo wöchentl. 10:00 - 12:00 10.10.2022 - 23.01.2023 1502 - 609

Kommentar In this course we will investigate the conceptualizations of gender in the United States of the early to mid-nineteenth century. We will start by discussing exemplary texts charting the so-called 'cult of domesticity' and the model figure of the true woman. In doing so, we will also investigate the limits of the gender ideology of the time. 'True women' could be all sorts of things, and the idea allowed for considerable agency. The ideology applied to white middle-class women, but it affected women of color, immigrant women and working-class women likewise. We shall also see that there was no sharp divide between the 'true' and the 'new' woman, and that the transition between the models of womanhood was fleeting. We will be concerned with literary texts, political manifestos, guidebooks and manuals, essays and speeches, and thus engage with a broad range of different texts sorts and genres.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP 01.09. – 30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture / Further information – ruth.mayer@engsem.~

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

Intermediate British Literature and Culture (BritF2/BritF3)

BritF2

BritF3

Practising Literary Criticism: British Literatures and Cultures

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

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar The seminar accompanies but does not substitute the BritF2 Survey. Participation in the weekly (online) lecture is mandatory 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 special focus will be on William Shakespeare's *As You Like It* and Mary Shelley's *Frankenstein*. Further texts discussed in class will include Shakespearean sonnets, excerpts from narrative and dramatic texts (Jane Austen's *Pride and Prejudice* as well as Oscar Wilde's *The Importance of Being Earnest*), poems by John Agard and Grace Nichols as well as paintings by J.M.W. Turner. We shall investigate how these 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 encyclopaedias, dictionaries and scholarly texts.

Bemerkung Registration – Stud.IP 01.09.-30.09.2022 / Prerequisites – AmerBritF1; recommended: BritF2 / Further Information –hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022).

The "Guidelines" are for sale in Copyshop Stork, on Stud.IP or accessible here: www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please get hold of Shakespeare's *As You Like It* in the Arden edition (ed. Juliet Dusinberre, 2006) and Shelley's *Frankenstein* in a well-annotated edition (Oxford World's Classics or Penguin Classics) and read at least Shakespeare's play prior to class. All other primary and secondary material will be provided in a reader available for purchase from Copyshop Stork and on Stud.IP at the beginning of the term.

Reader – Copyshop Stork (Körnerstraße 3) from 10.10.2022 and Stud.IP

Advanced Literature and Culture (AmerA/BritA)

AmerA

After the Cold War: Post-Socialist Immigration Literature

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

Di wöchentl. 12:00 - 14:00 25.10.2022 - 23.01.2023 1502 - 609

Kommentar The war in Ukraine has cast a spotlight on the post-Soviet world with its rich and variegated literary cultures. Immigrant authors stemming from the countries of the former Eastern bloc have left their mark on contemporary US-American literature, too, gesturing back to the rich legacy of Jewish-American immigrant writing from the beginning of the century, while also disclosing a variety of other themes and concerns. Authors whose families came from Russia, Ukraine, Poland, former Yugoslavia and many other countries insist on their specific religious, linguistic, and cultural backgrounds, but in the public perception they often tend to be lumped together. While the texts of writers such as Gary Shteyngart, Anya Ulinich, Irina Reyn or Elena Akhtiorskaya often draw explicitly on the writings of their famous predecessors (Abraham Cahan, Mary Antin, Anzia Yeznierska, Henry Roth and many more), they also play around with this legacy and thus go far beyond it. In this class, we will start by briefly discussing the literary traditions to then turn to some selected contemporary texts. We will be particularly concerned with how this literature enacts ethnicity, whiteness and differences of class and status.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations

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

Literatur Please purchase the graphic novel *Lena Finckle's Magic Barrel* by Anya Ulinich. Further reading will be announced on StudIP as the semester approaches.

Celebrities: Stars in US-American Mass Culture, 1900-1930

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

Mo wöchentl. 12:00 - 14:00 24.10.2022 - 24.01.2023 1502 - 609

Kommentar This course will explore the celebrity cults that emerged as an integral part of US-American mass entertainment culture at the beginning of the twentieth century. We will be concerned with a variety of media – theater, film, literature, magazine culture – and investigate the ways in which famous personalities were produced (or 'made themselves')

in particular media to then cross over into other fields and areas of entertainment culture. To get a more nuanced perspective, we shall approach celebrities in close conjunction with stories of fame and failure, and thus also be concerned with the popular narratives of the day that framed and shaped ideas of success and stardom.

- Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~
- Literatur All texts for this class will be made available on StudIP.

Climate Change Screen Cultures

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

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 1502 - 609

Kommentar In this course, we will research the relatively new phenomenon of “cli-fi.” This term, coined in the early 21st-century, is gaining currency in film, media, and television studies, as well as environmental humanities and literary studies. Riffing on the well-known expression “sci-fi” (short for science fiction), cli-fi refers to a similarly transmedial, transnational category of fiction, film, television, and performance that engage with the urgent issue of climate change. We will watch and discuss a set of primary texts (films and television series), as well as secondary sources drawn from film, media, and television studies, and from the social sciences and journalism. One of the central aims is to develop a working definition of cli-fi in order to analyze climate change narratives and representations.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

- Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~
- Literatur All course texts will be made available on Stud.IP.

Feeling (L)it

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

Fr wöchentl. 12:00 - 16:00 14.10.2022 - 25.11.2022 1502 - 609

Kommentar In this class we will explore the connections, synergies, and limits of affect and literature. To borrow from Alex Houen’s *Affect and Literature* : “If affect extends to bodily sensation, then can it be conveyed adequately through language?” Can literature comprise the multidimensional, transtemporal dimensions of affect? How does literature express and represent feelings, sentiments, and experiences? How does literature navigate universal experience and individual positionality? And how can we translate our reading experiences into political responses?

By engaging with foundational texts from the field of phenomenology and affect theory, this class is designed to give an overview of theoretical approaches that are located in what has been termed the ‘affective turn’. Further, we will read and discuss contemporary fiction and deal specifically with forms and structures of writing that make us feel (l)it.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

- Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – AmerF1, 2, 3 / *Further Information* – anna-lena.oldehus@engsem.~

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

Fixing Problems in the Progressive Era

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

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 609

Kommentar The Progressive Era (1896-1916) is often remembered as a period of profound social thought on the role that state programs can play in the betterment of human society. Authors, philosophers, policymakers, journalists, and educators participated throughout this period in a national and international conversation about the state and other institutions' responsibilities to human individuals and human society, often appealing for the ultimate homogeneity of the human species. Nevertheless, authors argued constantly about *how* institutions could improve the human condition. This course engages these debates by insisting on their ultimate diversity. We will consider texts by Jane Addams, John Dewey, Zitkála-Šá, and Zora Neale Hurston, among many others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Foundations in the Critique of Capitalism

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix | Fagan, Abigail

Di wöchentl. 14:00 - 16:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar In this course, we'll engage key texts, authors, and ideas from the critical frameworks of Marxist theory and Black Studies. Both Marxist thought and Black Studies address the development of human society as we know it today on a global scale, as interconnected through the unequal distribution of power and resources. Through our readings and course discussions, we will address the entanglements, diversions, and critiques of and between each discourse. We will consider texts by Karl Marx and Friedrich Engels, Theodor Adorno, Fred Moten, and Angela Davis, among others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: violence; structural racism). Please contact us via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~ and abigail.fagan@engsem.~

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

Immigration in American Literature

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 1502 - 609

Kommentar In "Narratives of Migration and Estrangement", Sara Ahmed explains that: "Migration is not only felt at the level of lived embodiment. Migration is also a matter of generational acts of storytelling about prior histories of movement and dislocation." Indeed, we cannot raise questions about (im)migration without considering key elements such as storytelling,

voice, visibility, identity, space, and mobility. These issues will be a central part of this class as we will focus on representations of immigration in contemporary American literature. We will also consider the intersectionality of gender, class, marginalization, and hybridity that (re)shape immigrants' identities on the individual level and within their community.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: class, ethnicity, death, trauma, conflict). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung	<i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / <i>Prerequisites</i> – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – Iujain.youssef@engsem. ~
Literatur	All course texts will be made available on Stud.IP.

Literary Theory Now

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

Mo wöchentl. 10:00 - 12:00 17.10.2022 - 23.01.2023 1502 - 103

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung	<i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / <i>Prerequisites</i> – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem. ~
Literatur	Maximale Teilnehmer*Innenzahl: 40 All course texts will be made available on Stud.IP.

BritA

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis.

Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we will discuss as well.

We will use the novel to practice 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 practice 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.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – jana.gohrisch@engsem.~

Literatur

Required Reading

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

Andrea Levy. *The Long Song* (2010)

Canada: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar

In this course, students will explore the history, culture and literature of Canada, the second-largest country of the world by total area whose ten provinces and three territories extend from the Atlantic to the Pacific and northward into the Arctic Ocean.

We will study a variety of printed, visual and audio-visual material from Anglo-Canadian, Aboriginal, and immigrant cultural traditions: historiographic texts and historical documents, paintings by Emily Carr (British Columbia) and by The Group of Seven (working in Ontario in the first half of the 20th century).

We will pay special attention to the short stories by Alice Munro, winner of the Nobel Prize in Literature in 2013, and to First Nation writer Tomson Highway whose novel *Kiss of the Fur Queen* (1998) uses the trickster figure familiar from Cree oral culture.

We will focus on how Canadian artists and writers reflect on the constructions of history, identity, race, and gender to establish how their works have contributed to shape an understanding of Canadian culture.

To profit from the course, students have to be familiar with the analytical categories and theoretical paradigms of literary studies acquired in the Introduction to Literary Studies (AmerBritF1) and practiced in BritF3.

The non-graded course work (SL) will be a short presentation on a text or phenomenon from the assigned material.

Bemerkung

Registration – Stud.IP 01.-30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – jana.gohrisch@engsem.~

Literatur

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

Highway, Tomson. *Kiss of the Fur Queen* (novel, 1998)

Munro, Alice. "Boys and Girls", "A Bear Came over the Mountain", "Fiction" (short stories: <http://paulmcveigh.blogspot.de/2013/10/alice-munro-free-short-stories.html>)

Please, buy and bring your own copy of Highway's *Kiss of the Fur Queen*. The historiographic and the visual material as well as the poems and short stories will be provided in a reader available from Copysshop Stork (Körnerstraße) and on Stud.IP.

Please read Tomson Highway's novel and Alice Munro's short stories novel during term break, i.e. before the course begins.

Reader – copy shop Stork (Körnerstraße) and Stud.IP

Esclavitud y su abolición–Slavery and its abolition: Texte und Bilder aus der spanisch-, englisch- und französischsprachigen Karibik vom 18. Jahrhundert bis in die Gegenwart

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

Di wöchentl. 14:00 - 16:00 11.10.2022 - 28.01.2023 1502 - 703

Kommentar In diesem Seminar, das im Team-Teaching mit Prof. Gohrisch aus der Anglistik angeboten wird, werden wir Texte, Bilder und Filme lesen und diskutieren, die sich mit Sklaverei und Abschaffung in der weiteren Karibik seit dem 18. Jahrhundert beschäftigen. Aufgrund ihrer einzigartigen Kolonisationsgeschichte sind die Hauptsprachen der karibischen Inseln Spanisch, Englisch und Französisch (jeweils mit kreolisierten Versionen) sowie Niederländisch. Wir werden Texte und Filme in Spanisch, Englisch sowie kurze Texte auf Französisch untersuchen. Wir werden sicherstellen, dass alle Studierenden der Diskussion folgen können. Übersetzungen der jeweiligen Texte liegen vor.

Wir werden den intertextuellen und transnationalen Dialog zwischen einer britischen Sklavenerzählung und ihrer modernen französischen Theateradaption (*Mary Prince*) im Vergleich zu einer kubanischen Sklavenerzählung (*Manzano*) und dem britischen Spielfilm *Twelve Years a Slave*, der im US-amerikanischen Deep South spielt, einbeziehen. Wir werden den transnationalen Verlauf der kolonialen und postkolonialen Konzeptualisierungen von Sklavenaufständen von Aphra Behns Proto-Roman *Oronooko* über Saint-Lamberts Kurzgeschichte "Ziméo" bis hin zu Alejo Carpentiers Roman *El reino de este mundo* aus Kuba aufzeigen. Darüber hinaus werden wir visuelle Darstellungen der Versklavung und Abschaffung über die Sprachgrenze hinweg untersuchen (Girodet, Turner), wobei wir ein besonderes Augenmerk auf textliche und visuelle Figurationen der haitianischen Revolution legen.

In this seminar, offered in team-teaching with Prof. Bandau from Romance Studies, we will read and discuss texts, images and films that deal with slavery and abolition in the wider Caribbean since the 18th century. Due to its unique history of colonisation, the main languages of the Caribbean islands are English and French (each with creolised versions) as well as Spanish and Dutch. We shall explore texts and films in English as well as short texts in French and Spanish available in English a/o German translation. Although the seminar will be taught in German, we will make sure that all students will be able to follow the discussion by providing simultaneous translation of class discussions into English.

We will look at the first British slave narrative by a woman (*Mary Prince*) in comparison to a Cuban slave narrative (*Manzano*) and the British feature film *Twelve Years a Slave* set in the US American Deep South based on the slave narrative by Solomon Northup. We will establish the trajectory of colonial and postcolonial conceptualisations of slave rebellions from Aphra Behn's proto-novel *Oronooko* via Saint-Lambert's short tale "Ziméo" to Alejo Carpentier's *El reino de este mundo* from Cuba. In addition, we will study visual representations of enslavement and abolition by painters such as Anne-Louis Girodet and William Turner paying special attention to textual and visual figurations of the Haitian Revolution.

Literatur Die (Auszüge aus den) literarischen, visuellen und theoretischen Texten, die im Seminar behandelt werden, werden in einem digitalen Reader auf Stud.IP erhältlich sein.

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

The excerpts from the literary texts and the visual material covered in the seminar as well as the "Guidelines" will be available on Stud.IP.

Literary Representations of 19th-Century Labour Migration

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar This seminar draws on recent approaches in New Labour History to study the representation of labour migration in 19th-century British literature. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of British social, cultural and literary history acquired in the Survey lecture (BritF2), we shall investigate Matthew Lewis's *Journal of a West India Proprietor: Kept During a Residence in the Island of Jamaica* (1834) and Elizabeth Gaskell's industrial novel *North and South* (1854). Shifting the focus to the late 19th century, which saw the dramatic decline of the British Empire, the seminar concludes with a discussion of Joseph Conrad's *Heart of Darkness* (1899). You will work with definitions of terms and concepts by using relevant specialist literature such as encyclopedias, dictionaries and scholarly articles in order to determine how the texts negotiate the movement of people under the shifting conditions of industrial capitalism.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 / *Further Information* –hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022).

The "Guidelines" are for sale in Copyshop Stork, on Stud.IP or accessible here: www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please purchase Gaskell's *North and South* and Conrad's *Heart of Darkness* in well-annotated editions (e.g. Oxford World's Classics or Penguin Classics) and read at least Gaskell's novel prior to class. Lewis's *Journal* is available here: <https://www.gutenberg.org/files/54500/54500-h/54500-h.htm>).

All other material will be provided on Stud.IP at the beginning of the term.

The Gothic in British Literature

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

Mo wöchentl. 12:00 - 14:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Since its emergence in the late 18th century, the Gothic has proved one of the most productive modes in English-speaking literature. In this advanced class, we shall begin by reading a major representative of the genre, namely Horace Walpole's *The Castle of Otranto* (1764), arguably the first British gothic novel. Subsequently, we will discuss excerpts from Mary Shelley's *Frankenstein* (1818) before turning to numerous short stories in the gothic mode. Using the terminology from AmerBritF1, we shall consider the genre conventions of gothic texts, and analyse them in terms of their (Gothic) characters, plots, and settings. Apart from this narratological and structural approach, we shall use historical and cultural knowledge from the lecture series (BritF2) to consider how these

texts negotiate issues connected with the emergent middle classes, but also gender, imperialist and sexual themes. Please note: in accordance with the genre conventions of gothic literature, this class will feature numerous sensitive topics such as death, violence and abuse. AAS students are welcome to join this class as part of the AAS2 or AAS3 module.

Bemerkung Registration Stud.IP 01.09.-30.09.22 / Size restriction – 40 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information – janna-lena.neumann@engsem.uni-hannover.de

Literatur *Required Reading*

Please get hold of a scholarly edition of Horace Walpole's *The Castle of Otranto Reader* – copy shop Stork (Körnerstraße) and Stud.IP

Theories and Methods of Literary Studies

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

Mi wöchentl. 10:00 - 12:00 12.10.2022 - 25.01.2023 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 (SL) work is a short excerpt covering one chapter of Barry's *Beginning Theory*.

Bemerkung *Registration* – Stud.IP 01.-31.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

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

Brontë, Charlotte. *Jane Eyre*. Norton, 2016 (or: Oxford World's Classics or Penguin Classics editions complete with introduction and notes).

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

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 3) and on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

Reader – copy shop Stork (Körnerstraße) from 10 October 2022 and Stud.IP

Visions of the Future? - Anglophone Science Fiction through the Ages

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

Mo wöchentl. 14:00 - 16:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Science Fiction. Or is it 'Speculative Fiction'? Where do you draw that line? Terms that evoke associations of spaceships, alien lifeforms, innovative technology, strange worlds, utopian worlds, dystopian worlds a little too familiar... A literature that asks the question: 'what if?'

In this seminar we will examine the development of the genre from the 1890s until today. We will begin by addressing the difficulty of defining science fiction, considering excerpts from antecedents published before the nineteenth century and then go on to consider our first case study, H.G. Wells' novel *The Time Machine* (1895). Turning to short stories from the so-called Golden Age as well as by authors such as Ray Bradbury, James Tiptree Jr., Ursula K. Le Guin and more we will continue to explore the worlds imagined and the political and ethical issues raised by those texts as well as the cultural and historical contexts of their publication. To close the seminar, we will examine Naomi Alderman's novel *The Power* (2016). Throughout the seminar we will be applying theoretical frameworks such as Structuralism, Postcolonial Theory, Gender Studies, Ecocriticism and Posthumanism.

During term break please pick your favourite sf text and be prepared to introduce it and why you consider it to be sf in our first session.

Please purchase your own copies of H.G. Wells *The Time Machine* (1895) and Naomi Alderman: *The Power* (2016). All short stories and secondary texts will be made available on Stud.IP.

Bemerkung Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –elena.ippendorf@engsem.~

Literatur Bould, Mark ed. *The Routledge Companion to Science Fiction* (2009)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021)

Roberts, Adam. *Science Fiction* (2006)

Welsh Writing in English - Writing the Nation?

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

Mo wöchentl. 18:00 - 20:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Out of the four nations of the UK, Wales is the one most frequently overlooked, its separate identity conflated with that of England, its former coloniser. Since Wales is arguably a stateless nation, imaginative narratives of nation are of particular importance to notions of national identity.

In this seminar we will be examining how a diverse range of authors are 'writing Wales', imagining and constructing the nation, in English, the language of the former coloniser.

We will cover poetry by R.S. Thomas, Gwyneth Lewis and Hanan Issa and short stories by Margiad Evans and Leonora Brito, set in rural Wales and Cardiff's Butetown respectively.

Continuing to scrutinise narratives of nation we will then turn to Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001) set in the titular seaside town and the feature film *Pride* (2014), directed by Matthew Warchus, about the unlikely alliance between a Lesbian and Gay activist group from London and a small mining community in the Valleys during the miners' strike 1984-5.

We will consider both the regional specificity of the texts as well as trace recurring themes across geographical and generic lines. Throughout the seminar we will apply theoretical frameworks such as Structuralism, Gender and Queer Studies, Postcolonial Theory, and Film Studies.

Please purchase your own copy of Malcolm Pryce: *Aberystwyth Mon Amour* (2001) as well as access to the film *Pride* (2014). All other texts will be made available on Stud.IP.

During term break please read up on Welsh history as well as the basic principles of literary analysis (see recommendations).

Bemerkung Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –elena.ippendorf@engsem.~

Literatur Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021)

Johnes, Martin. *Wales: England's Colony?* (2019)

Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. 4th edition (2014)

Focus Module (AmerA/BritA/LingA1/LingA2)

AmerA

After the Cold War: Post-Socialist Immigration Literature

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

Di wöchentl. 12:00 - 14:00 25.10.2022 - 23.01.2023 1502 - 609

Kommentar The war in Ukraine has cast a spotlight on the post-Soviet world with its rich and variegated literary cultures. Immigrant authors stemming from the countries of the former Eastern bloc have left their mark on contemporary US-American literature, too, gesturing back to the rich legacy of Jewish-American immigrant writing from the beginning of the century, while also disclosing a variety of other themes and concerns. Authors whose families came from Russia, Ukraine, Poland, former Yugoslavia and many other countries insist on their specific religious, linguistic, and cultural backgrounds, but in the public perception they often tend to be lumped together. While the texts of writers such as Gary Shteyngart, Anya Ulinich, Irina Reyn or Elena Akhtiorskaya often draw explicitly on the writings of their famous predecessors (Abraham Cahan, Mary Antin, Anzia Yeznierska, Henry Roth and many more), they also play around with this legacy and thus go far beyond it. In this class, we will start by briefly discussing the literary traditions to then turn to some selected contemporary texts. We will be particularly concerned with how this literature enacts ethnicity, whiteness and differences of class and status.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations

Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

Literatur Please purchase the graphic novel *Lena Finckle's Magic Barrel* by Anya Ulinich. Further reading will be announced on StudIP as the semester approaches.

Celebrities: Stars in US-American Mass Culture, 1900-1930

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

Mo wöchentl. 12:00 - 14:00 24.10.2022 - 24.01.2023 1502 - 609

Kommentar This course will explore the celebrity cults that emerged as an integral part of US-American mass entertainment culture at the beginning of the twentieth century. We will be concerned with a variety of media – theater, film, literature, magazine culture – and investigate the ways in which famous personalities were produced (or 'made themselves')

in particular media to then cross over into other fields and areas of entertainment culture. To get a more nuanced perspective, we shall approach celebrities in close conjunction with stories of fame and failure, and thus also be concerned with the popular narratives of the day that framed and shaped ideas of success and stardom.

- Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~
- Literatur All texts for this class will be made available on StudIP.

Climate Change Screen Cultures

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

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 1502 - 609

Kommentar In this course, we will research the relatively new phenomenon of “cli-fi.” This term, coined in the early 21st-century, is gaining currency in film, media, and television studies, as well as environmental humanities and literary studies. Riffing on the well-known expression “sci-fi” (short for science fiction), cli-fi refers to a similarly transmedial, transnational category of fiction, film, television, and performance that engage with the urgent issue of climate change. We will watch and discuss a set of primary texts (films and television series), as well as secondary sources drawn from film, media, and television studies, and from the social sciences and journalism. One of the central aims is to develop a working definition of cli-fi in order to analyze climate change narratives and representations.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

- Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~
- Literatur All course texts will be made available on Stud.IP.

Feeling (L)it

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

Fr wöchentl. 12:00 - 16:00 14.10.2022 - 25.11.2022 1502 - 609

Kommentar In this class we will explore the connections, synergies, and limits of affect and literature. To borrow from Alex Houen’s *Affect and Literature* : “If affect extends to bodily sensation, then can it be conveyed adequately through language?” Can literature comprise the multidimensional, transtemporal dimensions of affect? How does literature express and represent feelings, sentiments, and experiences? How does literature navigate universal experience and individual positionality? And how can we translate our reading experiences into political responses?

By engaging with foundational texts from the field of phenomenology and affect theory, this class is designed to give an overview of theoretical approaches that are located in what has been termed the ‘affective turn’. Further, we will read and discuss contemporary fiction and deal specifically with forms and structures of writing that make us feel (l)it.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

- Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – AmerF1, 2, 3 / *Further Information* – anna-lena.oldehus@engsem.~

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

Fixing Problems in the Progressive Era

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

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 609

Kommentar The Progressive Era (1896-1916) is often remembered as a period of profound social thought on the role that state programs can play in the betterment of human society. Authors, philosophers, policymakers, journalists, and educators participated throughout this period in a national and international conversation about the state and other institutions' responsibilities to human individuals and human society, often appealing for the ultimate homogeneity of the human species. Nevertheless, authors argued constantly about *how* institutions could improve the human condition. This course engages these debates by insisting on their ultimate diversity. We will consider texts by Jane Addams, John Dewey, Zitkála-Šá, and Zora Neale Hurston, among many others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FüBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Foundations in the Critique of Capitalism

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix| Fagan, Abigail

Di wöchentl. 14:00 - 16:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar In this course, we'll engage key texts, authors, and ideas from the critical frameworks of Marxist theory and Black Studies. Both Marxist thought and Black Studies address the development of human society as we know it today on a global scale, as interconnected through the unequal distribution of power and resources. Through our readings and course discussions, we will address the entanglements, diversions, and critiques of and between each discourse. We will consider texts by Karl Marx and Friedrich Engels, Theodor Adorno, Fred Moten, and Angela Davis, among others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: violence; structural racism). Please contact us via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FüBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~ and abigail.fagan@engsem.~

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

Immigration in American Literature

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 1502 - 609

Kommentar In "Narratives of Migration and Estrangement", Sara Ahmed explains that: "Migration is not only felt at the level of lived embodiment. Migration is also a matter of generational acts of storytelling about prior histories of movement and dislocation." Indeed, we cannot raise questions about (im)migration without considering key elements such as storytelling,

voice, visibility, identity, space, and mobility. These issues will be a central part of this class as we will focus on representations of immigration in contemporary American literature. We will also consider the intersectionality of gender, class, marginalization, and hybridity that (re)shape immigrants' identities on the individual level and within their community.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: class, ethnicity, death, trauma, conflict). Please contact me via email if you would appreciate notes for specific kinds of content.

- Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – Iujain.youssef@engsem.~
- Literatur All course texts will be made available on Stud.IP.

Literary Theory Now

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

Mo wöchentl. 10:00 - 12:00 17.10.2022 - 23.01.2023 1502 - 103

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

- Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~
- Maximale Teilnehmer*Innenzahl: 40
- Literatur All course texts will be made available on Stud.IP.

BritA

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis.

Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we will discuss as well.

We will use the novel to practice 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 practice 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.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – jana.gohrisch@engsem.~

Literatur *Required Reading*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

Andrea Levy. *The Long Song* (2010)

Canada: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar In this course, students will explore the history, culture and literature of Canada, the second-largest country of the world by total area whose ten provinces and three territories extend from the Atlantic to the Pacific and northward into the Arctic Ocean.

We will study a variety of printed, visual and audio-visual material from Anglo-Canadian, Aboriginal, and immigrant cultural traditions: historiographic texts and historical documents, paintings by Emily Carr (British Columbia) and by The Group of Seven (working in Ontario in the first half of the 20th century).

We will pay special attention to the short stories by Alice Munro, winner of the Nobel Prize in Literature in 2013, and to First Nation writer Tomson Highway whose novel *Kiss of the Fur Queen* (1998) uses the trickster figure familiar from Cree oral culture.

We will focus on how Canadian artists and writers reflect on the constructions of history, identity, race, and gender to establish how their works have contributed to shape an understanding of Canadian culture.

To profit from the course, students have to be familiar with the analytical categories and theoretical paradigms of literary studies acquired in the Introduction to Literary Studies (AmerBritF1) and practiced in BritF3.

The non-graded course work (SL) will be a short presentation on a text or phenomenon from the assigned material.

Bemerkung *Registration* – Stud.IP 01.-30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

Highway, Tomson. *Kiss of the Fur Queen* (novel, 1998)

Munro, Alice. "Boys and Girls", "A Bear Came over the Mountain", "Fiction" (short stories: <http://paulmcveigh.blogspot.de/2013/10/alice-munro-free-short-stories.html>)

Please, buy and bring your own copy of Highway's *Kiss of the Fur Queen*. The historiographic and the visual material as well as the poems and short stories will be provided in a reader available from Copyshop Stork (Körnerstraße) and on Stud.IP.

Please read Tomson Highway's novel and Alice Munro's short stories novel during term break, i.e. before the course begins.

Reader – copy shop Stork (Körnerstraße) and Stud.IP

Esclavitud y su abolición–Slavery and its abolition: Texte und Bilder aus der spanisch-, englisch- und französischsprachigen Karibik vom 18. Jahrhundert bis in die Gegenwart

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

Di wöchentl. 14:00 - 16:00 11.10.2022 - 28.01.2023 1502 - 703

Kommentar In diesem Seminar, das im Team-Teaching mit Prof. Gohrisch aus der Anglistik angeboten wird, werden wir Texte, Bilder und Filme lesen und diskutieren, die sich mit Sklaverei und Abschaffung in der weiteren Karibik seit dem 18. Jahrhundert beschäftigen. Aufgrund ihrer einzigartigen Kolonisationsgeschichte sind die Hauptsprachen der karibischen Inseln Spanisch, Englisch und Französisch (jeweils mit kreolisierten Versionen) sowie Niederländisch. Wir werden Texte und Filme in Spanisch, Englisch sowie kurze Texte auf Französisch untersuchen. Wir werden sicherstellen, dass alle Studierenden der Diskussion folgen können. Übersetzungen der jeweiligen Texte liegen vor.

Wir werden den intertextuellen und transnationalen Dialog zwischen einer britischen Sklavenerzählung und ihrer modernen französischen Theateradaption (*Mary Prince*) im Vergleich zu einer kubanischen Sklavenerzählung (*Manzano*) und dem britischen Spielfilm *Twelve Years a Slave*, der im US-amerikanischen Deep South spielt, einbeziehen. Wir werden den transnationalen Verlauf der kolonialen und postkolonialen Konzeptualisierungen von Sklavenaufständen von Aphra Behns Proto-Roman *Oronooko* über Saint-Lamberts Kurzgeschichte "Ziméo" bis hin zu Alejo Carpentiers Roman *El reino de este mundo* aus Kuba aufzeigen. Darüber hinaus werden wir visuelle Darstellungen der Versklavung und Abschaffung über die Sprachgrenze hinweg untersuchen (Girodet, Turner), wobei wir ein besonderes Augenmerk auf textliche und visuelle Figurationen der haitianischen Revolution legen.

In this seminar, offered in team-teaching with Prof. Bandau from Romance Studies, we will read and discuss texts, images and films that deal with slavery and abolition in the wider Caribbean since the 18th century. Due to its unique history of colonisation, the main languages of the Caribbean islands are English and French (each with creolised versions) as well as Spanish and Dutch. We shall explore texts and films in English as well as short texts in French and Spanish available in English a/o German translation. Although the seminar will be taught in German, we will make sure that all students will be able to follow the discussion by providing simultaneous translation of class discussions into English.

We will look at the first British slave narrative by a woman (*Mary Prince*) in comparison to a Cuban slave narrative (*Manzano*) and the British feature film *Twelve Years a Slave* set in the US American Deep South based on the slave narrative by Solomon Northup. We will establish the trajectory of colonial and postcolonial conceptualisations of slave rebellions from Aphra Behn's proto-novel *Oronooko* via Saint-Lambert's short tale "Ziméo" to Alejo Carpentier's *El reino de este mundo* from Cuba. In addition, we will study visual representations of enslavement and abolition by painters such as Anne-Louis Girodet and William Turner paying special attention to textual and visual figurations of the Haitian Revolution.

Literatur Die (Auszüge aus den) literarischen, visuellen und theoretischen Texten, die im Seminar behandelt werden, werden in einem digitalen Reader auf Stud.IP erhältlich sein.

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

The excerpts from the literary texts and the visual material covered in the seminar as well as the "Guidelines" will be available on Stud.IP.

Literary Representations of 19th-Century Labour Migration

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar This seminar draws on recent approaches in New Labour History to study the representation of labour migration in 19th-century British literature. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of British social, cultural and literary history acquired in the Survey lecture (BritF2), we shall investigate Matthew Lewis's *Journal of a West India Proprietor: Kept During a Residence in the Island of Jamaica* (1834) and Elizabeth Gaskell's industrial novel *North and South* (1854). Shifting the focus to the late 19th century, which saw the dramatic decline of the British Empire, the seminar concludes with a discussion of Joseph Conrad's *Heart of Darkness* (1899). You will work with definitions of terms and concepts by using relevant specialist literature such as encyclopedias, dictionaries and scholarly articles in order to determine how the texts negotiate the movement of people under the shifting conditions of industrial capitalism.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 / *Further Information* –hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022).

The "Guidelines" are for sale in Copyshop Stork, on Stud.IP or accessible here: www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please purchase Gaskell's *North and South* and Conrad's *Heart of Darkness* in well-annotated editions (e.g. Oxford World's Classics or Penguin Classics) and read at least Gaskell's novel prior to class. Lewis's *Journal* is available here: <https://www.gutenberg.org/files/54500/54500-h/54500-h.htm>.

All other material will be provided on Stud.IP at the beginning of the term.

The Gothic in British Literature

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

Mo wöchentl. 12:00 - 14:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Since its emergence in the late 18th century, the Gothic has proved one of the most productive modes in English-speaking literature. In this advanced class, we shall begin by reading a major representative of the genre, namely Horace Walpole's *The Castle of Otranto* (1764), arguably the first British gothic novel. Subsequently, we will discuss excerpts from Mary Shelley's *Frankenstein* (1818) before turning to numerous short stories in the gothic mode. Using the terminology from AmerBritF1, we shall consider the genre conventions of gothic texts, and analyse them in terms of their (Gothic) characters, plots, and settings. Apart from this narratological and structural approach, we shall use historical and cultural knowledge from the lecture series (BritF2) to consider how these

texts negotiate issues connected with the emergent middle classes, but also gender, imperialist and sexual themes. Please note: in accordance with the genre conventions of gothic literature, this class will feature numerous sensitive topics such as death, violence and abuse. AAS students are welcome to join this class as part of the AAS2 or AAS3 module.

Bemerkung Registration Stud.IP 01.09.-30.09.22 / Size restriction – 40 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information – janna-lena.neumann@engsem.uni-hannover.de

Literatur *Required Reading*

Please get hold of a scholarly edition of Horace Walpole's *The Castle of Otranto Reader* – copy shop Stork (Körnerstraße) and Stud.IP

Theories and Methods of Literary Studies

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

Mi wöchentl. 10:00 - 12:00 12.10.2022 - 25.01.2023 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 (SL) work is a short excerpt covering one chapter of Barry's *Beginning Theory*.

Bemerkung *Registration* – Stud.IP 01.-31.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

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

Brontë, Charlotte. *Jane Eyre*. Norton, 2016 (or: Oxford World's Classics or Penguin Classics editions complete with introduction and notes).

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

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 3) and on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

Reader – copy shop Stork (Körnerstraße) from 10 October 2022 and Stud.IP

Visions of the Future? - Anglophone Science Fiction through the Ages

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

Mo wöchentl. 14:00 - 16:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Science Fiction. Or is it 'Speculative Fiction'? Where do you draw that line? Terms that evoke associations of spaceships, alien lifeforms, innovative technology, strange worlds, utopian worlds, dystopian worlds a little too familiar... A literature that asks the question: 'what if?'

In this seminar we will examine the development of the genre from the 1890s until today. We will begin by addressing the difficulty of defining science fiction, considering excerpts from antecedents published before the nineteenth century and then go on to consider our first case study, H.G. Wells' novel *The Time Machine* (1895). Turning to short stories from the so-called Golden Age as well as by authors such as Ray Bradbury, James Tiptree Jr., Ursula K. Le Guin and more we will continue to explore the worlds imagined and the political and ethical issues raised by those texts as well as the cultural and historical contexts of their publication. To close the seminar, we will examine Naomi Alderman's novel *The Power* (2016). Throughout the seminar we will be applying theoretical frameworks such as Structuralism, Postcolonial Theory, Gender Studies, Ecocriticism and Posthumanism.

During term break please pick your favourite sf text and be prepared to introduce it and why you consider it to be sf in our first session.

Please purchase your own copies of H.G. Wells *The Time Machine* (1895) and Naomi Alderman: *The Power* (2016). All short stories and secondary texts will be made available on Stud.IP.

Bemerkung Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –elena.ippendorf@engsem.~

Literatur Bould, Mark ed. *The Routledge Companion to Science Fiction* (2009)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021)

Roberts, Adam. *Science Fiction* (2006)

Welsh Writing in English - Writing the Nation?

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

Mo wöchentl. 18:00 - 20:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Out of the four nations of the UK, Wales is the one most frequently overlooked, its separate identity conflated with that of England, its former coloniser. Since Wales is arguably a stateless nation, imaginative narratives of nation are of particular importance to notions of national identity.

In this seminar we will be examining how a diverse range of authors are 'writing Wales', imagining and constructing the nation, in English, the language of the former coloniser.

We will cover poetry by R.S. Thomas, Gwyneth Lewis and Hanan Issa and short stories by Margiad Evans and Leonora Brito, set in rural Wales and Cardiff's Butetown respectively.

Continuing to scrutinise narratives of nation we will then turn to Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001) set in the titular seaside town and the feature film *Pride* (2014), directed by Matthew Warchus, about the unlikely alliance between a Lesbian and Gay activist group from London and a small mining community in the Valleys during the miners' strike 1984-5.

We will consider both the regional specificity of the texts as well as trace recurring themes across geographical and generic lines. Throughout the seminar we will apply theoretical frameworks such as Structuralism, Gender and Queer Studies, Postcolonial Theory, and Film Studies.

Please purchase your own copy of Malcolm Pryce: *Aberystwyth Mon Amour* (2001) as well as access to the film *Pride* (2014). All other texts will be made available on Stud.IP.

During term break please read up on Welsh history as well as the basic principles of literary analysis (see recommendations).

- Bemerkung Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –elena.ippendorf@engsem.~
- Literatur Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021)
- Johnes, Martin. *Wales: England's Colony?* (2019)
- Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. 4th edition (2014)

LingA1

Increasing teaching proficiency via researching learner language

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

- Block 09:00 - 16:30 04.10.2022 - 06.10.2022 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.~*

Learner Corpus Research

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

- Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 703
- Kommentar Learner Corpus Research (LCR) will explore issues related to the process of second language learning and teaching. It will convey insights into the interlanguage of second language learners, in particular insights gained from studies based on digitized data in learner corpora (LCR). They will be supplemented by relevant concepts proposed by Second Language Acquisition, in particular IP (Input Processing) and PI (Processing Instruction), as well as by work in teaching methodology, e.g. the acquisition-oriented method by von Ziegésar.
- Bemerkung Registration – StudIP 01.09. - 30.09.2022 / Prerequisites – LingF1, LingF2 and Ling F3 (if applicable) / Further Information –ulrike.altendorf@engsem.~
- Literatur Required Reading - Texts will be provided in class.

Linguistic Landscape(s)

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

- Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar	<p>In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.</p> <p>This class will include questions of multilingualism, dominance of languages, language policies, identity creation, naming strategies, humour, etc. In our LL analyses, the focus will be on questions such as:</p> <p>How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs monolingual, bilingual, multilingual and in what ways, i.e. what combinations of languages do occur? Are different languages used for different contents and in different domains? In what forms do signs occur (notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites)? What about the language in terms of normativity: orthography, handwriting conventions, lexicon, morphology, syntax, literacy level, etc.?</p> <p>This seminar is primarily aimed at advanced university students of language and linguistics. No previous experience with LL studies is required, but participants should have a firm background in linguistics. Thus, participants are expected to have a proper understanding of what linguistic fields such as morphology, syntax, semantics and pragmatics are all about; they should also be able to read basic phonetic transcription and understand phonemic representation.</p>
Bemerkung	<p><i>Registration</i> – Stud.IP 01.09.2022-30.09.2022</p> <p><i>Size restriction</i> – 25</p> <p><i>Prerequisites</i> – LingF1-LingF4 (FüBA); M1-M3 (DEL)</p> <p><i>Studiengänge</i> – FüBA, 3. Fach LG, MEd LG, MEd LbS, DEL</p> <p><i>Further information</i> –rainer.schulze@engsem.uni-hannover.de</p>
Literatur	<p>The following textbook will be used in class and is highly recommended for purchase:</p> <p>Schmitt, Holger. 2018. <i>Language in the Public Space. An Introduction to the Linguistic Landscape</i>. ISBN 978-1-9829-2542-0 (independently published).</p> <p>Please make sure that you order your copy of the book asap.</p>

Politeness in English

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

Kommentar	<p>We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans 'encode' states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments.</p> <p>This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest.</p> <p>The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources.</p>
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We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms 'polite' or 'impolite' to linguistic phenomena.

We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony ('mock politeness') and banter ('mock impoliteness').

Bemerkung

Registration – Stud.IP 01.09.2022-30.09.2022

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

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

Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.

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

LingA2

Increasing teaching proficiency via researching learner language

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

Block 09:00 - 16:30 04.10.2022 - 06.10.2022 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.~

Learner Corpus Research

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

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 703

Kommentar

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

Bemerkung

Registration – StudIP 01.09. - 30.09.2022 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* – ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

Linguistic Landscape(s)

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 615

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

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

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

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

Bemerkung *Registration* – Stud.IP 01.09.2022-30.09.2022

Size restriction – 25

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

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

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

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

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

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

Politeness in English

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 703

Kommentar We use politeness every day when interacting with other people. Yet politeness is an impressively complex linguistic process, and studying it can tell us a lot about the social and cultural values of social groups or even a whole society, helping us to understand how humans 'encode' states of mind in their words. The traditional, stereotypical view is that people in selected English-speaking cultures are indirect, deferential and polite - sometimes more polite than seems necessary, at least when compared to German-speaking environments.

This advanced seminar will take a fresh look at the phenomenon, showing that the situation is far more complex than these stereotypes would suggest.

The seminar will offer an account of a wide range of politeness phenomena in English, illustrated by hundreds of examples of actual language use taken largely from authentic British and American sources.

We will take a pragmatic approach that is based on the controversial notion that politeness is communicative altruism, and drawing on neo-Gricean thinking, we will reject the prevalent view that it is impossible to apply the terms 'polite' or 'impolite' to linguistic phenomena.

We will cover all major speech acts that are either positively or negatively associated with politeness, such as requests, apologies, compliments, offers, criticisms, good wishes, condolences, congratulations, agreement, and disagreement. If time permits, we will also deal with impoliteness and the related phenomena of irony ('mock politeness') and banter ('mock impoliteness').

Bemerkung

Registration – Stud.IP 01.09.2022-30.09.2022

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

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

Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.

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

Foundations Language Practice (SP1/SP2)

SP1

Vocabulary and Pronunciation - Blockkurs

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

Block	09:00 - 13:00	04.10.2022 - 07.10.2022	1502 - 615
Kommentar	Which words are useful for reporting academic research? Why do <i>pear</i> and <i>bear</i> rhyme, but not <i>dear</i> ? What do <i>subconscious</i> and <i>submarine</i> have in common? What is the difference between <i>extent</i> and <i>extend</i> ? English vocabulary, spelling and pronunciation can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.		
	Please note that there are two additional dates on 29.09. and 30.09.		
	<i>Registration</i> – StudIP 01.09.22-29.09.22 / <i>Prerequisites</i> – none / <i>Assessment Tasks</i> – SL: regular homework tasks, test / <i>Further Information</i> – anne.gans@engsem~		
Bemerkung	<i>Registration</i> – StudIP 01.03.22-15.03.2022 / <i>Prerequisites</i> – none / <i>Assessment Tasks</i> – SL: regular homework tasks, test / <i>Size restriction</i> – 30 / <i>Further Information</i> – anne.gans@engsem.~		

Vocabulary and Pronunciation (Group 1)

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

Mo wöchentl.	10:00 - 12:00	17.10.2022 - 23.01.2023	1502 - 613
Kommentar	Which words are useful for reporting academic research? Why do <i>pear</i> and <i>bear</i> rhyme, but not <i>dear</i> ? What do <i>subconscious</i> and <i>submarine</i> have in common? What is the difference between <i>extent</i> and <i>extend</i> ? English vocabulary, spelling and pronunciation		

can bewilder learners! This course aims to extend students' vocabulary and improve their pronunciation and spelling in order to improve their reading and writing skills.

Bemerkung *Registration* – StudIP 01.09.-14.10.22 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (Group 2)

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

Mo wöchentl. 12:00 - 14:00 17.10.2022 - 23.01.2023 1502 - 615

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

Bemerkung *Registration* – StudIP 01.09.-14.10.22 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (Group 3)

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

Di wöchentl. 10:00 - 12:00 18.10.2022 - 24.01.2023 1502 - 613

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

Bemerkung *Registration* – StudIP 01.09.-14.10.22 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (Group 4)

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

Mi wöchentl. 10:00 - 12:00 19.10.2022 - 25.01.2023 1502 - 613

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

Bemerkung *Registration* – StudIP 01.09.-14.10.22 / Prerequisites – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (Group 5)

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

Fr wöchentl. 10:00 - 12:00 21.10.2022 - 27.01.2023 1502 - 615

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

Bemerkung *Registration* – StudIP 01.09.-14.10.22 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP2

Advanced Language Practice (SP3/SP4)

SP3

Composition (Group1)

Seminar, SWS: 2, Max. Teilnehmer: 20
Schneller, Jill

Di wöchentl. 08:00 - 10:00 11.10.2022 - 24.01.2023 1502 - 609

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – StudIP 01.09.-15.09.22 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.~

Composition (Group 2)

Seminar, SWS: 2, Max. Teilnehmer: 20
O'Carroll, Edward| Schneller, Jill

Mi wöchentl. 14:00 - 16:00 12.10.2022 - 25.01.2023 1502 - 709

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration – StudIP 01.09.-15.09.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Further Information – jill.schneller@engsem.-*

Composition (Group 3)

Seminar, SWS: 2, Max. Teilnehmer: 20
Schneller, Jill

Do wöchentl. 08:00 - 10:00 13.10.2022 - 26.01.2023 1502 - 609

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration – StudIP 01.09.-15.09.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Further Information – jill.schneller@engsem.-*

Composition (Group 4)

Seminar, SWS: 2, Max. Teilnehmer: 20
O'Carroll, Edward| Schneller, Jill

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 1502 - 709

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration – StudIP 01.09.-15.09.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Further Information – jill.schneller@engsem.-*

Composition (Group 5)

Seminar, SWS: 2, Max. Teilnehmer: 20
O'Carroll, Edward| Schneller, Jill

Do wöchentl. 12:00 - 14:00 13.10.2022 - 26.01.2023 1502 - 709

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration – StudIP 01.09.-15.09.22 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Further Information – jill.schneller@engsem.-*

Composition (Group 6)

Seminar, SWS: 2, Max. Teilnehmer: 20
O'Carroll, Edward | Schneller, Jill

Do wöchentl. 14:00 - 16:00 13.10.2022 - 26.01.2023 1502 - 709

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g. CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – StudIP 01.09.-15.09.22 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.-

SP4

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

DidF1

Introduction to Teaching English as a Foreign Language

Seminar, SWS: 2, Max. Teilnehmer: 35
Kuhrs Woltin, Alexander

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 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 methods and principles of teaching EFL teaching intercultural communicative competence teaching receptive, productive, and mediation skills teaching language means (grammar and vocabulary) teaching literature implementing 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 some 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 online exam.

Bemerkung *Registration* – StudIP 01.09.-30.09.22 / *Size restriction* 35 / *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.

Introduction to Teaching English as a Foreign Language

Seminar, SWS: 2, Max. Teilnehmer: 35
Kuhrs Woltin, Alexander

Fr wöchentl. 12:00 - 14:00 14.10.2022 - 27.01.2023 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 methods and principles of teaching EFL teaching intercultural communicative competence teaching receptive, productive, and mediation skills teaching language means (grammar and vocabulary) teaching literature implementing 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 some 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 online exam.

Bemerkung Registration – StudIP 01.09.-30.09.22 / Size restriction 35 / 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.

Introduction to Teaching English as a Foreign Language

Seminar, SWS: 2, Max. Teilnehmer: 35
Kuhrs Woltin, Alexander

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 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 methods and principles of teaching EFL teaching intercultural communicative competence teaching receptive, productive, and mediation skills teaching language means (grammar and vocabulary) teaching literature implementing digitalization and modern media

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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 some 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 online exam.

Bemerkung Registration – StudIP 01.09.-30.09.22 / Size restriction – 35 / 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

Classroom Analysis - Engaging Methods and Means

Seminar, SWS: 2, Max. Teilnehmer: 25
Traumann, Sven

Mi wöchentl. 14:00 - 16:00 12.10.2022 - 25.01.2023 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.

Course credit (*Studienleistung*): micro teaching session, correction of students' examinations, regular attendance

Bemerkung *Registration* – StudIP / *Size restriction* – 25 / *Prerequisites* – DidF1 / *Further Information* – sven.traumann@engsem.uni-hannover.de

Literatur See course page on StudIP.

Communicative Approaches to Teaching EFL in Years 5 and 6

Seminar, SWS: 2, Max. Teilnehmer: 25
Blanckertz, Janka

Do wöchentl. 16:00 - 18:00 13.10.2022 - 26.01.2023 1502 - 615

Kommentar Establishing a truly communicative, monolingual English classroom is the main objective in teaching young learners in the first years of secondary school. This course explores the essential didactic foundations and the practical methods suited to promote and develop authentic communication in the target language in years 5 and 6.

To this end, we will consider the skills acquired by students in primary school, and based on these, map out a learning curve designed to gradually develop young learners' communicative competence in the foreign language. We will discuss the significance of learner-oriented, relevant, and creative content, critically evaluate material provided in the textbooks of the educational publishers and develop our own alternatives. Based on lesson plans and videotaped lessons, you will learn about the key role of classroom phrases, scaffolding, and extensive and varied exercises and tasks in the learning process to make use of this knowledge in your own planning. Finally, and time permitting, we will discuss different forms of assessment and design tests/ exams.

The focus of this class is on applying and practising your skills as you develop your own lesson plans. To receive credit (*Studienleistung*), you are expected to prepare the weekly assignments outlined in the syllabus, participate regularly in classroom discussions and -in teams- plan, present and evaluate a lesson on a grammatical or communicative structure selected in accordance with the requirements of the KC I and the topics addressed in the year 5/6 textbooks.

Bemerkung Registration – StudIP 01.09.-30.09.22 / Size restriction – 25 / Prerequisites – DidF1 / Further Information – janka.blanckertz@engsem.uni-hannover.de
 Literatur Check the syllabus on Stud-IP.

Genre Learning in the Foreign Language Classroom

Seminar, SWS: 2, Max. Teilnehmer: 25
 Jones, Roger Dale

Mo wöchentl. 12:00 - 14:00 10.10.2022 - 23.01.2023 1502 - 613

Kommentar Genre presents a powerful approach to teaching and learning in the EFL classroom. Genre is not simply a cognitive tool for thought, but it also helps organize how people interact with each other as well as how they communicate (both inside and outside of the classroom). In this seminar we will look at how genre structures thought, communication (like explaining, arguing, and describing) and narrative media (like literature, film, and games) and we will also address what this means for teaching and learning inside the classroom. At the end of this seminar, participants will be able to list and explain the communicative and educational principles behind the genre concept, analyze new genres of communication using existing generic structures and functions, analyze teaching materials for their potentials and limitations concerning genre teaching (and compensate and adapt them to fit new learning scenarios and heterogeneous groups of learners) and produce new tasks and materials along the principles of genre learning. Course credit (Studienleistung) is based on active participation in class and a collaborative presentation on an assigned topic.

Bemerkung *Registration – StudIP / Size restriction 25 / Prerequisites: DidF1 / Further Information – alexander.kuhrs.woltin@engsem.uni-hannover.de*
 Literatur See course page on StudIP.

Advanced Methodology (DidA)

DidA

From Assessment to Personalized Learning in the EFL Classroom - Principles, Tools, Material and Integrative Strategies for Heterogeneous Classrooms

Seminar, SWS: 2, Max. Teilnehmer: 25
 Jones, Roger Dale

Mi wöchentl. 10:00 - 12:00 12.10.2022 - 25.01.2023 1502 - 615

Kommentar “One size fits all” might work for some lines of clothing, but not for teaching. Classrooms today are becoming more heterogeneous, with learners from different cultural, socioeconomic and linguistic backgrounds that bring with them very different expectations and English language proficiency skills. Teaching English in a way that pretends that all learners have the same needs and abilities misses the mark, as some learners become over- while others underchallenged, and many fail to experience learning as both a personal and a personalized process. By the end of this seminar, learners will be able to explain what heterogeneity means in the English classroom, as well as its origins, markers, challenges and opportunities. Students will also be able to identify and explain different types of assessment, and especially their principles, functions and associated tools and resources that exist for teachers. Finally, learners will be able to utilize various strategies for integrating different types of assessment for heterogeneous groups, in order to develop both language skills and complex competences. Course credit (Studienleistung) is based on active participation in class and a collaborative presentation on an assigned topic. The examination credit (Prüfungsleistung) is based on a portfolio assignment that will involve reflections on in-class assignments and topics as well as on self-developed materials and plans for integrating personalized assessment for heterogeneous groups.

Bemerkung Registration – StudIP / Size restriction 25 / Prerequisites: DidF / Further Information – alexander.kuhrs.woltin@engsem.uni-hannover.de
 Literatur See course page on StudIP.

Teaching Comics and Graphic Novels

Seminar, SWS: 2, Max. Teilnehmer: 30
Jones, Roger Dale

Mo wöchentl. 10:00 - 12:00 10.10.2022 - 23.01.2023 1502 - 615

Kommentar The combination of word and image shares a long history in both everyday communication and storytelling. Today, this combination is pervasive for example online, in public transit, as well as in newspapers and literature. This course will focus on the narrative combination of word and image in comics and graphic novels - as a form of entertainment, a mode of communication and of sharing culture, and as a way of making sense of the world around us and the people and events in it. For the EFL classroom, comics and graphic novels offer motivating input that can not only help scaffold language learning, but also teach intercultural communicative and media competence. In this seminar, students will learn how to justify the use of comics and graphic novels in the foreign language classroom, to develop skills of analyzing such literature - as well as existing teaching materials - and to establish and practice skills of integrating comics and graphic novels into activities, tasks as well as lesson and unit plans. Course credit (Studienleistung) is based on active participation in class and a collaborative presentation on an assigned topic. The examination credit (Prüfungsleistung) is based on a portfolio assignment that will involve reflections on in-class assignments and topics as well as on self-developed materials and plans for teaching a comic or graphic novel.

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

Literatur See course page on StudIP.

Teaching English with Interactive Media

Seminar, SWS: 2, Max. Teilnehmer: 25
Jones, Roger Dale

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 615

Kommentar Digital interactive media is a major part of life and learning in today's world, and it holds great potentials for both the learning and teaching of English as a foreign language. Such media can serve as channels of communication or of representation, but they can also serve as powerful tools that enhance work or even as trainers and tutors in learning English and other skill sets. In the not so far future, AI and natural language processing will likely serve as both language partners and language teachers, providing one-on-one service, analysis and feedback to learners. In this introductory seminar, participants will look at different models of media competency and literacy and explore their role in school curricula for modern foreign languages in Lower Saxony. Participants will also learn how to recognize different categories of interactive media and their differing potentials for language learning and teaching. Furthermore, they will also become familiar with different examples of existing digital foreign language learning media, their potentials and weaknesses for language learning, and different methods of integrating them into the EFL classroom. Course credit (Studienleistung) is based on active participation in class and a collaborative presentation on an assigned topic. The examination credit (Prüfungsleistung) is based on a portfolio assignment that will involve reflections on in-class assignments and topics as well as on self-developed materials and plans for teaching with interactive digital media.

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

Literatur See course page on StudIP.

Transformative Horizons: Multicultural Perspectives on Teaching English as a Foreign/Second Language

Seminar, SWS: 2, Max. Teilnehmer: 25
Beck, Alena

Do wöchentl. 12:00 - 14:00 13.10.2022 - 26.01.2023 1502 - 615

Kommentar In preparation for a transnational, collaborative exchange with Purdue University in West-Lafayette (Indiana), this seminar will deal with critical issues of teaching English as a foreign and second language learning perspective in a project-oriented way.

Throughout this seminar, students will get acquainted with culturally specific discourses on central theories and concepts of inclusive and diversity-sensitive foreign language teaching in Germany. We will focus on different dimensions of diversity (e.g., race, gender, multilingualism, etc.) and adopt multidimensional perspectives on the German foreign language educational system to enhance critical (cultural) awareness as a key component of a professional future teacher perspective.

To obtain course credit (*Studienleistung*), students are expected to prepare weekly assignments outlined in the syllabus, research on assigned topics and present their results in a multimedia way. An independently designed digital product (e.g., screencast video, podcast, poster) and a corresponding exposé (written assignment) make up the examination credits (*Prüfungsleistung*).

Bemerkung Registration – StudIP / Size restriction – 25 / Prerequisites – DidF / Further Information – alena.beck@engsem.uni-hannover.de

Literatur Texts and materials will be provided on Stud.IP.

DidPA

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

Seminar, Max. Teilnehmer: 12
Traumann, Sven

Mi Einzel 16:00 - 19:00 23.11.2022 - 23.11.2022 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

Seminar II Traumann
Thema: Diversity in the Classroom - Dealing with Differences

Seminar III Blanckertz
Thema: LRS / Dyslexia im EU

Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA / Further Information – sven.traumann@engsem.uni-hannover.de

Feedback (Zusatzveranstaltung im Block)

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

Mo Einzel	15:00 - 18:00	07.11.2022 - 07.11.2022	1502 - 613
Kommentar	<p>Studierende, die im Sommersemester das (Haupt-)Seminar DidPA und ihr Fachpraktikum erfolgreich abgeschlossen sowie ein erstes <i>Draft</i> 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.</p> <p>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.</p> <p>Es handelt sich um eine verbindliche Blockveranstaltung von 270 Minuten Länge:</p> <ul style="list-style-type: none"> 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 <p>Bitte melden Sie sich via StudIP an und ordnen Sie sich einer Blockveranstaltung zu. Die Blockveranstaltungen sind auf max. 12 Teilnehmer*innen begrenzt.</p>		
	Seminar I	Becker-Rolfs Thema: Feedback	
	Seminar II	Traumann Thema: Diversity in the Classroom - Dealing with Differences	
	Seminar III	Blanckertz Thema: LRS / Dyslexia im EU	
Bemerkung	<p>Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA / Further Information – carolin.becker-rolfs@engsem.uni-hannover.de</p>		

LRS / Dyslexia im EU (Zusatzveranstaltung im Block)

Seminar, Max. Teilnehmer: 12
Blanckertz, Janka

Fr Einzel	15:00 - 18:00	13.01.2023 - 13.01.2023	1502 - 613
Kommentar	<p>Studierende, die im Sommersemester das (Haupt-)Seminar DidPA und ihr Fachpraktikum erfolgreich abgeschlossen sowie ein erstes <i>Draft</i> 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.</p> <p>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.</p> <p>Es handelt sich um eine verbindliche Blockveranstaltung von 270 Minuten Länge:</p> <ul style="list-style-type: none"> 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
Seminar II	Traumann Thema: Diversity in the Classroom - Dealing with Differences
Seminar III	Blanckertz Thema: LRS / Dyslexia im EU

Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA /
Further Information – janka.blanckertz@engsem.uni-hannover.de

Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
Becker-Rolfs, Carolin

Mo wöchentl. 14:00 - 16:00 10.10.2022 - 23.01.2023 1502 - 615

Kommentar Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Der Fokus liegt auf Unterrichtsplanungen aus der und für die Praxis. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven. Neben binnendifferenzierenden Unterrichtsmaßnahmen wird auf den Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe fokussiert. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Als Studienleistung arbeiten Sie an einem aufgabenbasierten Portfolio und nehmen den Blockkonsultationstermin bei Becker-Rolfs, Blanckertz, oder Traumann wahr – siehe KVV).

Bemerkung Registration – StudIP 01.09.-30.09.22 / Size restriction – 20 / Prerequisites – DidF /
Further Information – carolin.becker-rolfs@engsem.uni-hannover.de

Literatur Thaler, E. Englisch unterrichten: Grundlagen - Kompetenzen - Methoden. Cornelsen, 2012.

Der Kauf dieses Grundlagenwerks wird vorausgesetzt.

Zusätzliche Texte werden via StudIP bereitgestellt.

Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
Kuhrs Woltin, Alexander

Di wöchentl. 16:00 - 18:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionaler kommunikativer Kompetenzen planen sowie erproben. Der Fokus liegt auf Unterrichtsplanungen aus der und für die Praxis. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven. Neben binnendifferenzierenden Unterrichtsmaßnahmen wird auf den Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe fokussiert. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.

Als Studienleistung arbeiten Sie an einem aufgabenbasierten Portfolio und nehmen den Blockkonsultationstermin bei Becker-Rolfs, Blanckertz, oder Traumann wahr – siehe KVV).

Bemerkung Registration – StudIP 01.09.-30.09.22 / Size restriction – 20 / Prerequisites – DidF / Further Information – carolin.becker-rolfs@engsem.uni-hannover.de

Literatur Thaler, E. Englisch unterrichten: Grundlagen - Kompetenzen - Methoden. Cornelsen, 2012.

Der Kauf dieses Grundlagenwerks wird vorausgesetzt.

Zusätzliche Texte werden via StudIP bereitgestellt.

Masterstudiengang North American Studies (ehemals Advanced Anglophone Studies)

Kolloquium

Exam Colloquium

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

Mo wöchentl. 18:00 - 20:00 10.10.2022 - 23.01.2023 1502 - 609

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

Further information – ruth.mayer@engsem.~

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 1.09-15.09.2020; MAAS 17.-30.09.2020 /

Prerequisites – BA: none, MA: none / Further information – ruth.mayer@engsem.~

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

Theory and Method (NAS1)

Achtung: Studierende, die vor dem 01.10.2022 im Studiengang Advanced Anglophone Studies immatrikuliert waren, können auch die Angebote des Lehrgebiets British and Postcolonial Studies belegen, die unter AAS1 aufgeführt werden.

Foundations in the Critique of Capitalism

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix | Fagan, Abigail

Di wöchentl. 14:00 - 16:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar In this course, we'll engage key texts, authors, and ideas from the critical frameworks of Marxist theory and Black Studies. Both Marxist thought and Black Studies address the development of human society as we know it today on a global scale, as interconnected through the unequal distribution of power and resources. Through our readings and course discussions, we will address the entanglements, diversions, and critiques of and between each discourse. We will consider texts by Karl Marx and Friedrich Engels, Theodor Adorno, Fred Moten, and Angela Davis, among others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: violence; structural racism). Please contact us via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~ and abigail.fagan@engsem.~

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

Literary Theory Now

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

Mo wöchentl. 10:00 - 12:00 17.10.2022 - 23.01.2023 1502 - 103

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

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Maximale Teilnehmer*Innenzahl: 40

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

AAS1

Theories and Methods of Literary Studies

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

Mi wöchentl. 10:00 - 12:00 12.10.2022 - 25.01.2023 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 (SL) work is a short excerpt covering one chapter of Barry's *Beginning Theory*.

Bemerkung *Registration* – Stud.IP 01.-31.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

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

Brontë, Charlotte. *Jane Eyre*. Norton, 2016 (or: Oxford World's Classics or Penguin Classics editions complete with introduction and notes).

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

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 3) and on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

Reader – copy shop Stork (Körnerstraße) from 10 October 2022 and Stud.IP

North American Literary and Cultural History (NAS2)

Achtung: Studierende, die vor dem 01.10.2022 im Studiengang Advanced Anglophone Studies immatrikuliert waren, können auch die Angebote des Lehrgebiets British and Postcolonial Studies belegen, die unter AAS2 aufgeführt werden.

After the Cold War: Post-Socialist Immigration Literature

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

Di wöchentl. 12:00 - 14:00 25.10.2022 - 23.01.2023 1502 - 609

Kommentar The war in Ukraine has cast a spotlight on the post-Soviet world with its rich and variegated literary cultures. Immigrant authors stemming from the countries of the former Eastern bloc have left their mark on contemporary US-American literature, too, gesturing back to the rich legacy of Jewish-American immigrant writing from the beginning of the century, while also disclosing a variety of other themes and concerns. Authors whose families came from Russia, Ukraine, Poland, former Yugoslavia and many other countries insist on their specific religious, linguistic, and cultural backgrounds, but in the public perception they often tend to be lumped together. While the texts of writers such as Gary Shteyngart, Anya Ulinich, Irina Reyn or Elena Akhtiorskaya often draw explicitly on the writings of their famous predecessors (Abraham Cahan, Mary Antin, Anzia Yeznierska, Henry Roth and many more), they also play around with this legacy and thus go far beyond it. In this class, we will start by briefly discussing the literary traditions to then turn to some selected contemporary texts. We will be particularly concerned with how this literature enacts ethnicity, whiteness and differences of class and status.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations

Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

Literatur Please purchase the graphic novel *Lena Finckle's Magic Barrel* by Anya Ulinich. Further reading will be announced on StudIP as the semester approaches.

Celebrities: Stars in US-American Mass Culture, 1900-1930

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

Mo wöchentl. 12:00 - 14:00 24.10.2022 - 24.01.2023 1502 - 609

Kommentar This course will explore the celebrity cults that emerged as an integral part of US-American mass entertainment culture at the beginning of the twentieth century. We will

be concerned with a variety of media – theater, film, literature, magazine culture – and investigate the ways in which famous personalities were produced (or ‘made themselves’) in particular media to then cross over into other fields and areas of entertainment culture. To get a more nuanced perspective, we shall approach celebrities in close conjunction with stories of fame and failure, and thus also be concerned with the popular narratives of the day that framed and shaped ideas of success and stardom.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

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

Climate Change Screen Cultures

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

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 1502 - 609

Kommentar In this course, we will research the relatively new phenomenon of “cli-fi.” This term, coined in the early 21st-century, is gaining currency in film, media, and television studies, as well as environmental humanities and literary studies. Riffing on the well-known expression “sci-fi” (short for science fiction), cli-fi refers to a similarly transmedial, transnational category of fiction, film, television, and performance that engage with the urgent issue of climate change. We will watch and discuss a set of primary texts (films and television series), as well as secondary sources drawn from film, media, and television studies, and from the social sciences and journalism. One of the central aims is to develop a working definition of cli-fi in order to analyze climate change narratives and representations.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

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

Feeling (L)it

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

Fr wöchentl. 12:00 - 16:00 14.10.2022 - 25.11.2022 1502 - 609

Kommentar In this class we will explore the connections, synergies, and limits of affect and literature. To borrow from Alex Houen’s *Affect and Literature*: “If affect extends to bodily sensation, then can it be conveyed adequately through language?” Can literature comprise the multidimensional, transtemporal dimensions of affect? How does literature express and represent feelings, sentiments, and experiences? How does literature navigate universal experience and individual positionality? And how can we translate our reading experiences into political responses?

By engaging with foundational texts from the field of phenomenology and affect theory, this class is designed to give an overview of theoretical approaches that are located in what has been termed the ‘affective turn’. Further, we will read and discuss contemporary fiction and deal specifically with forms and structures of writing that make us feel (l)it.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – AmerF1, 2, 3 / *Further Information* – anna-lena.oldehus@engsem.~
 Literatur All course texts will be made available on Stud.IP.

Fixing Problems in the Progressive Era

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

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 609

Kommentar The Progressive Era (1896-1916) is often remembered as a period of profound social thought on the role that state programs can play in the betterment of human society. Authors, philosophers, policymakers, journalists, and educators participated throughout this period in a national and international conversation about the state and other institutions' responsibilities to human individuals and human society, often appealing for the ultimate homogeneity of the human species. Nevertheless, authors argued constantly about *how* institutions could improve the human condition. This course engages these debates by insisting on their ultimate diversity. We will consider texts by Jane Addams, John Dewey, Zitkála-Šá, and Zora Neale Hurston, among many others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / *Further information* – abigail.fagan@engsem.~
 Literatur All course texts will be made available on Stud.IP.

Immigration in American Literature

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 1502 - 609

Kommentar In "Narratives of Migration and Estrangement", Sara Ahmed explains that: "Migration is not only felt at the level of lived embodiment. Migration is also a matter of generational acts of storytelling about prior histories of movement and dislocation." Indeed, we cannot raise questions about (im)migration without considering key elements such as storytelling, voice, visibility, identity, space, and mobility. These issues will be a central part of this class as we will focus on representations of immigration in contemporary American literature. We will also consider the intersectionality of gender, class, marginalization, and hybridity that (re)shape immigrants' identities on the individual level and within their community.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: class, ethnicity, death, trauma, conflict). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / *Further information* – lujain.youssef@engsem.~
 Literatur All course texts will be made available on Stud.IP.

AAS2

Literary Representations of 19th-Century Labour Migration

Seminar, SWS: 2, Max. Teilnehmer: 40

Pardey, Hannah

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar This seminar draws on recent approaches in New Labour History to study the representation of labour migration in 19th-century British literature. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of British social, cultural and literary history acquired in the Survey lecture (BritF2), we shall investigate Matthew Lewis's *Journal of a West India Proprietor: Kept During a Residence in the Island of Jamaica* (1834) and Elizabeth Gaskell's industrial novel *North and South* (1854). Shifting the focus to the late 19th century, which saw the dramatic decline of the British Empire, the seminar concludes with a discussion of Joseph Conrad's *Heart of Darkness* (1899). You will work with definitions of terms and concepts by using relevant specialist literature such as encyclopedias, dictionaries and scholarly articles in order to determine how the texts negotiate the movement of people under the shifting conditions of industrial capitalism.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 / *Further Information* –hannah.pardey@engsem.-

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022).

The "Guidelines" are for sale in Copyshop Stork, on Stud.IP or accessible here: www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/.

Please purchase Gaskell's *North and South* and Conrad's *Heart of Darkness* in well-annotated editions (e.g. Oxford World's Classics or Penguin Classics) and read at least Gaskell's novel prior to class. Lewis's *Journal* is available here:<https://www.gutenberg.org/files/54500/54500-h/54500-h.htm>).

All other material will be provided on Stud.IP at the beginning of the term.

The Gothic in British Literature

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

Mo wöchentl. 12:00 - 14:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Since its emergence in the late 18th century, the Gothic has proved one of the most productive modes in English-speaking literature. In this advanced class, we shall begin by reading a major representative of the genre, namely Horace Walpole's *The Castle of Otranto* (1764), arguably the first British gothic novel. Subsequently, we will discuss excerpts from Mary Shelley's *Frankenstein* (1818) before turning to numerous short stories in the gothic mode. Using the terminology from AmerBritF1, we shall consider the genre conventions of gothic texts, and analyse them in terms of their (Gothic) characters, plots, and settings. Apart from this narratological and structural approach, we shall use historical and cultural knowledge from the lecture series (BritF2) to consider how these texts negotiate issues connected with the emergent middle classes, but also gender, imperialist and sexual themes. Please note: in accordance with the genre conventions of gothic literature, this class will feature numerous sensitive topics such as death, violence and abuse. AAS students are welcome to join this class as part of the AAS2 or AAS3 module.

Bemerkung Registration Stud.IP 01.09.-30.09.22 / Size restriction – 40 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information – janna-lena.neumann@engsem.uni-hannover.de

Literatur *Required Reading*

Please get hold of a scholarly edition of Horace Walpole's *The Castle of Otranto*

Reader – copy shop Stork (Körnerstraße) and Stud.IP

Visions of the Future? - Anglophone Science Fiction through the Ages

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

Mo wöchentl. 14:00 - 16:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Science Fiction. Or is it 'Speculative Fiction'? Where do you draw that line? Terms that evoke associations of spaceships, alien lifeforms, innovative technology, strange worlds, utopian worlds, dystopian worlds a little too familiar... A literature that asks the question: 'what if?'

In this seminar we will examine the development of the genre from the 1890s until today. We will begin by addressing the difficulty of defining science fiction, considering excerpts from antecedents published before the nineteenth century and then go on to consider our first case study, H.G. Wells' novel *The Time Machine* (1895). Turning to short stories from the so-called Golden Age as well as by authors such as Ray Bradbury, James Tiptree Jr., Ursula K. Le Guin and more we will continue to explore the worlds imagined and the political and ethical issues raised by those texts as well as the cultural and historical contexts of their publication. To close the seminar, we will examine Naomi Alderman's novel *The Power* (2016). Throughout the seminar we will be applying theoretical frameworks such as Structuralism, Postcolonial Theory, Gender Studies, Ecocriticism and Posthumanism.

During term break please pick your favourite sf text and be prepared to introduce it and why you consider it to be sf in our first session.

Please purchase your own copies of H.G. Wells *The Time Machine* (1895) and Naomi Alderman: *The Power* (2016). All short stories and secondary texts will be made available on Stud.IP.

Bemerkung Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information –elena.ippendorf@engsem.~

Literatur Bould, Mark ed. *The Routledge Companion to Science Fiction* (2009)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021)

Roberts, Adam. *Science Fiction* (2006)

Welsh Writing in English - Writing the Nation?

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

Mo wöchentl. 18:00 - 20:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Out of the four nations of the UK, Wales is the one most frequently overlooked, its separate identity conflated with that of England, its former coloniser. Since Wales is arguably a stateless nation, imaginative narratives of nation are of particular importance to notions of national identity.

In this seminar we will be examining how a diverse range of authors are 'writing Wales', imagining and constructing the nation, in English, the language of the former coloniser.

We will cover poetry by R.S. Thomas, Gwyneth Lewis and Hanan Issa and short stories by Margiad Evans and Leonora Brito, set in rural Wales and Cardiff's Butetown respectively.

Continuing to scrutinise narratives of nation we will then turn to Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001) set in the titular seaside town and the feature film *Pride* (2014), directed by Matthew Warchus, about the unlikely alliance between a Lesbian and Gay activist group from London and a small mining community in the Valleys during the miners' strike 1984-5.

We will consider both the regional specificity of the texts as well as trace recurring themes across geographical and generic lines. Throughout the seminar we will apply theoretical

frameworks such as Structuralism, Gender and Queer Studies, Postcolonial Theory, and Film Studies.

Please purchase your own copy of Malcolm Pryce: *Aberystwyth Mon Amour* (2001) as well as access to the film *Pride* (2014). All other texts will be made available on Stud.IP.

During term break please read up on Welsh history as well as the basic principles of literary analysis (see recommendations).

- Bemerkung Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –elena.ippendorf@engsem.~
- Literatur Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021)
- Johnes, Martin. *Wales: England's Colony?* (2019)
- Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. 4th edition (2014)

Difference, Intersectionality, and Power (NAS3)

Achtung: Studierende, die vor dem 01.10.2022 im Studiengang Advanced Anglophone Studies immatrikuliert waren, können auch die Angebote des Lehrgebiets British and Postcolonial Studies belegen, die unter AAS3 aufgeführt werden.

After the Cold War: Post-Socialist Immigration Literature

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

Di wöchentl. 12:00 - 14:00 25.10.2022 - 23.01.2023 1502 - 609

Kommentar The war in Ukraine has cast a spotlight on the post-Soviet world with its rich and variegated literary cultures. Immigrant authors stemming from the countries of the former Eastern bloc have left their mark on contemporary US-American literature, too, gesturing back to the rich legacy of Jewish-American immigrant writing from the beginning of the century, while also disclosing a variety of other themes and concerns. Authors whose families came from Russia, Ukraine, Poland, former Yugoslavia and many other countries insist on their specific religious, linguistic, and cultural backgrounds, but in the public perception they often tend to be lumped together. While the texts of writers such as Gary Shteyngart, Anya Ulinich, Irina Reyn or Elena Akhtiorskaya often draw explicitly on the writings of their famous predecessors (Abraham Cahan, Mary Antin, Anzia Yeznierska, Henry Roth and many more), they also play around with this legacy and thus go far beyond it. In this class, we will start by briefly discussing the literary traditions to then turn to some selected contemporary texts. We will be particularly concerned with how this literature enacts ethnicity, whiteness and differences of class and status.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations

Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

Literatur Please purchase the graphic novel *Lena Finckle's Magic Barrel* by Anya Ulinich. Further reading will be announced on StudIP as the semester approaches.

Celebrities: Stars in US-American Mass Culture, 1900-1930

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

Mo wöchentl. 12:00 - 14:00 24.10.2022 - 24.01.2023 1502 - 609

Kommentar	This course will explore the celebrity cults that emerged as an integral part of US-American mass entertainment culture at the beginning of the twentieth century. We will be concerned with a variety of media – theater, film, literature, magazine culture – and investigate the ways in which famous personalities were produced (or ‘made themselves’) in particular media to then cross over into other fields and areas of entertainment culture. To get a more nuanced perspective, we shall approach celebrities in close conjunction with stories of fame and failure, and thus also be concerned with the popular narratives of the day that framed and shaped ideas of success and stardom.
Bemerkung	<i>Registration</i> – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / <i>Prerequisites</i> – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.-
Literatur	All texts for this class will be made available on StudIP.

Feeling (L)it

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

Fr wöchentl. 12:00 - 16:00 14.10.2022 - 25.11.2022 1502 - 609

Kommentar	In this class we will explore the connections, synergies, and limits of affect and literature. To borrow from Alex Houen's <i>Affect and Literature</i> : "If affect extends to bodily sensation, then can it be conveyed adequately through language?" Can literature comprise the multidimensional, transtemporal dimensions of affect? How does literature express and represent feelings, sentiments, and experiences? How does literature navigate universal experience and individual positionality? And how can we translate our reading experiences into political responses? By engaging with foundational texts from the field of phenomenology and affect theory, this class is designed to give an overview of theoretical approaches that are located in what has been termed the 'affective turn'. Further, we will read and discuss contemporary fiction and deal specifically with forms and structures of writing that make us feel (l)it. Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.
Bemerkung	<i>Registration</i> – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / <i>Prerequisites</i> – AmerF1, 2, 3 / <i>Further Information</i> – anna-lena.oldehus@engsem.-
Literatur	All course texts will be made available on Stud.IP.

Fixing Problems in the Progressive Era

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

Mi wöchentl. 12:00 - 14:00 12.10.2022 - 25.01.2023 1502 - 609

Kommentar	The Progressive Era (1896-1916) is often remembered as a period of profound social thought on the role that state programs can play in the betterment of human society. Authors, philosophers, policymakers, journalists, and educators participated throughout this period in a national and international conversation about the state and other institutions' responsibilities to human individuals and human society, often appealing for the ultimate homogeneity of the human species. Nevertheless, authors argued constantly about <i>how</i> institutions could improve the human condition. This course engages these debates by insisting on their ultimate diversity. We will consider texts by Jane Addams, John Dewey, Zitkála-Šá, and Zora Neale Hurston, among many others. Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.
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Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Foundations in the Critique of Capitalism

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix| Fagan, Abigail

Di wöchentl. 14:00 - 16:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar In this course, we'll engage key texts, authors, and ideas from the critical frameworks of Marxist theory and Black Studies. Both Marxist thought and Black Studies address the development of human society as we know it today on a global scale, as interconnected through the unequal distribution of power and resources. Through our readings and course discussions, we will address the entanglements, diversions, and critiques of and between each discourse. We will consider texts by Karl Marx and Friedrich Engels, Theodor Adorno, Fred Moten, and Angela Davis, among others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: violence; structural racism). Please contact us via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~ and abigail.fagan@engsem.~

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

Immigration in American Literature

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 1502 - 609

Kommentar In "Narratives of Migration and Estrangement", Sara Ahmed explains that: "Migration is not only felt at the level of lived embodiment. Migration is also a matter of generational acts of storytelling about prior histories of movement and dislocation." Indeed, we cannot raise questions about (im)migration without considering key elements such as storytelling, voice, visibility, identity, space, and mobility. These issues will be a central part of this class as we will focus on representations of immigration in contemporary American literature. We will also consider the intersectionality of gender, class, marginalization, and hybridity that (re)shape immigrants' identities on the individual level and within their community.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: class, ethnicity, death, trauma, conflict). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – lujain.youssef@engsem.~

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

AAS3

Literary Representations of 19th-Century Labour Migration

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

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar This seminar draws on recent approaches in New Labour History to study the representation of labour migration in 19th-century British literature. Practising the analytical categories from the Introduction to Literary Studies (AmerBritF1) and elaborating on your knowledge of British social, cultural and literary history acquired in the Survey lecture (BritF2), we shall investigate Matthew Lewis's *Journal of a West India Proprietor: Kept During a Residence in the Island of Jamaica* (1834) and Elizabeth Gaskell's industrial novel *North and South* (1854). Shifting the focus to the late 19th century, which saw the dramatic decline of the British Empire, the seminar concludes with a discussion of Joseph Conrad's *Heart of Darkness* (1899). You will work with definitions of terms and concepts by using relevant specialist literature such as encyclopedias, dictionaries and scholarly articles in order to determine how the texts negotiate the movement of people under the shifting conditions of industrial capitalism.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 / *Further Information* –hannah.pardey@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022).

The "Guidelines" are for sale in Copyshop Stork, on Stud.IP or accessible here: www.engsem.uni-hannover.de/de/seminar/lehrggebiete/british-and-postcolonial-studies/.

Please purchase Gaskell's *North and South* and Conrad's *Heart of Darkness* in well-annotated editions (e.g. Oxford World's Classics or Penguin Classics) and read at least Gaskell's novel prior to class. Lewis's *Journal* is available here: <https://www.gutenberg.org/files/54500/54500-h/54500-h.htm>).

All other material will be provided on Stud.IP at the beginning of the term.

The Gothic in British Literature

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

Mo wöchentl. 12:00 - 14:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Since its emergence in the late 18th century, the Gothic has proved one of the most productive modes in English-speaking literature. In this advanced class, we shall begin by reading a major representative of the genre, namely Horace Walpole's *The Castle of Otranto* (1764), arguably the first British gothic novel. Subsequently, we will discuss excerpts from Mary Shelley's *Frankenstein* (1818) before turning to numerous short stories in the gothic mode. Using the terminology from AmerBritF1, we shall consider the genre conventions of gothic texts, and analyse them in terms of their (Gothic) characters, plots, and settings. Apart from this narratological and structural approach, we shall use historical and cultural knowledge from the lecture series (BritF2) to consider how these texts negotiate issues connected with the emergent middle classes, but also gender, imperialist and sexual themes. Please note: in accordance with the genre conventions of gothic literature, this class will feature numerous sensitive topics such as death, violence and abuse. AAS students are welcome to join this class as part of the AAS2 or AAS3 module.

Bemerkung Registration Stud.IP 01.09.-30.09.22 / Size restriction – 40 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information – janna-lena.neumann@engsem.uni-hannover.de

Literatur *Required Reading*

Please get hold of a scholarly edition of Horace Walpole's *The Castle of Otranto*

Reader – copy shop Stork (Körnerstraße) and Stud.IP

Media and the Public Sphere (NAS4)

Celebrities: Stars in US-American Mass Culture, 1900-1930

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

Mo wöchentl. 12:00 - 14:00 24.10.2022 - 24.01.2023 1502 - 609

Kommentar This course will explore the celebrity cults that emerged as an integral part of US-American mass entertainment culture at the beginning of the twentieth century. We will be concerned with a variety of media – theater, film, literature, magazine culture – and investigate the ways in which famous personalities were produced (or ‘made themselves’) in particular media to then cross over into other fields and areas of entertainment culture. To get a more nuanced perspective, we shall approach celebrities in close conjunction with stories of fame and failure, and thus also be concerned with the popular narratives of the day that framed and shaped ideas of success and stardom.

Bemerkung *Registration* – Stud.IP FÜBa, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ruth.mayer@engsem.~

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

Climate Change Screen Cultures

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

Di wöchentl. 10:00 - 12:00 11.10.2022 - 24.01.2023 1502 - 609

Kommentar In this course, we will research the relatively new phenomenon of “cli-fi.” This term, coined in the early 21st-century, is gaining currency in film, media, and television studies, as well as environmental humanities and literary studies. Riffing on the well-known expression “sci-fi” (short for science fiction), cli-fi refers to a similarly transmedial, transnational category of fiction, film, television, and performance that engage with the urgent issue of climate change. We will watch and discuss a set of primary texts (films and television series), as well as secondary sources drawn from film, media, and television studies, and from the social sciences and journalism. One of the central aims is to develop a working definition of cli-fi in order to analyze climate change narratives and representations.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

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

Transnationality, Migration, De/Coloniality (NAS5)

Achtung: Studierende, die vor dem 01.10.2022 im Studiengang Advanced Anglophone Studies immatrikuliert waren, können auch die Angebote des Lehrgebiets British and Postcolonial Studies belegen, die unter AAS5 aufgeführt werden.

Feeling (L)it

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

Fr wöchentl. 12:00 - 16:00 14.10.2022 - 25.11.2022 1502 - 609

Kommentar In this class we will explore the connections, synergies, and limits of affect and literature. To borrow from Alex Houen's *Affect and Literature*: "If affect extends to bodily sensation, then can it be conveyed adequately through language?" Can literature comprise the multidimensional, transtemporal dimensions of affect? How does literature express and represent feelings, sentiments, and experiences? How does literature navigate universal experience and individual positionality? And how can we translate our reading experiences into political responses?

By engaging with foundational texts from the field of phenomenology and affect theory, this class is designed to give an overview of theoretical approaches that are located in what has been termed the 'affective turn'. Further, we will read and discuss contemporary fiction and deal specifically with forms and structures of writing that make us feel (I)it.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – AmerF1, 2, 3 / *Further Information* – anna-lena.oldehus@engsem.~

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

Foundations in the Critique of Capitalism

Seminar, SWS: 2, Max. Teilnehmer: 40
Brinker, Felix| Fagan, Abigail

Di wöchentl. 14:00 - 16:00 11.10.2022 - 24.01.2023 1502 - 615

Kommentar In this course, we'll engage key texts, authors, and ideas from the critical frameworks of Marxist theory and Black Studies. Both Marxist thought and Black Studies address the development of human society as we know it today on a global scale, as interconnected through the unequal distribution of power and resources. Through our readings and course discussions, we will address the entanglements, diversions, and critiques of and between each discourse. We will consider texts by Karl Marx and Friedrich Engels, Theodor Adorno, Fred Moten, and Angela Davis, among others.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: violence; structural racism). Please contact us via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – felix.brinker@engsem.~ and abigail.fagan@engsem.~

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

Immigration in American Literature

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

Do wöchentl. 10:00 - 12:00 13.10.2022 - 26.01.2023 1502 - 609

Kommentar In "Narratives of Migration and Estrangement", Sara Ahmed explains that: "Migration is not only felt at the level of lived embodiment. Migration is also a matter of generational acts of storytelling about prior histories of movement and dislocation." Indeed, we cannot raise questions about (im)migration without considering key elements such as storytelling, voice, visibility, identity, space, and mobility. These issues will be a central part of this class as we will focus on representations of immigration in contemporary American literature. We will also consider the intersectionality of gender, class, marginalization, and hybridity that (re)shape immigrants' identities on the individual level and within their community.

Content note: In the service of our collective learning and growth, this course may include a variety of challenging and potentially sensitive topics. Lessons and course material containing such topics will be identified on the syllabus with a specific tag (e.g., CN: class, ethnicity, death, trauma, conflict). Please contact me via email if you would appreciate notes for specific kinds of content.

Bemerkung *Registration* – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.22; MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – lujain.youssef@engsem.~

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

AAS5

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar This seminar will help students to activate the knowledge and skills acquired during their respective bachelor's and master's degree courses with the aim to write a term paper or a final paper, i.e. a bachelor's or master's thesis.

Practicing the scholarly metalanguage of literary and cultural studies, we will study the historical novel *The Long Song* (2010) by Andrea Levy (1956-2019), who was one of the major prize-winning representatives of black British literature. The novel was adapted for the screen by the BBC as a three-part TV-series aired in December 2018, which we will discuss as well.

We will use the novel to practice 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 practice 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.- 30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

Andrea Levy. *The Long Song* (2010)

Canada: History, Culture, Literature

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

Di wöchentl. 16:00 - 18:00 11.10.2022 - 24.01.2023 1502 - 703

Kommentar In this course, students will explore the history, culture and literature of Canada, the second-largest country of the world by total area whose ten provinces and three territories extend from the Atlantic to the Pacific and northward into the Arctic Ocean.

We will study a variety of printed, visual and audio-visual material from Anglo-Canadian, Aboriginal, and immigrant cultural traditions: historiographic texts and historical

documents, paintings by Emily Carr (British Columbia) and by The Group of Seven (working in Ontario in the first half of the 20th century).

We will pay special attention to the short stories by Alice Munro, winner of the Nobel Prize in Literature in 2013, and to First Nation writer Tomson Highway whose novel *Kiss of the Fur Queen* (1998) uses the trickster figure familiar from Cree oral culture.

We will focus on how Canadian artists and writers reflect on the constructions of history, identity, race, and gender to establish how their works have contributed to shape an understanding of Canadian culture.

To profit from the course, students have to be familiar with the analytical categories and theoretical paradigms of literary studies acquired in the Introduction to Literary Studies (AmerBritF1) and practiced in BritF3.

The non-graded course work (SL) will be a short presentation on a text or phenomenon from the assigned material.

Bemerkung

Registration – Stud.IP 01.-30.09.2022 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur

Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

Highway, Tomson. *Kiss of the Fur Queen* (novel, 1998)

Munro, Alice. "Boys and Girls", "A Bear Came over the Mountain", "Fiction" (short stories: <http://paulmcveigh.blogspot.de/2013/10/alice-munro-free-short-stories.html>)

Please, buy and bring your own copy of Highway's *Kiss of the Fur Queen*. The historiographic and the visual material as well as the poems and short stories will be provided in a reader available from Copyshop Stork (Körnerstraße) and on Stud.IP.

Please read Tomson Highway's novel and Alice Munro's short stories novel during term break, i.e. before the course begins.

Reader – copy shop Stork (Körnerstraße) and Stud.IP

Esclavitud y su abolición–Slavery and its abolition: Texte und Bilder aus der spanisch-, englisch- und französischsprachigen Karibik vom 18. Jahrhundert bis in die Gegenwart

Seminar, SWS: 2

Bandau, Anja | Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 11.10.2022 - 28.01.2023 1502 - 703

Kommentar

In diesem Seminar, das im Team-Teaching mit Prof. Gohrisch aus der Anglistik angeboten wird, werden wir Texte, Bilder und Filme lesen und diskutieren, die sich mit Sklaverei und Abschaffung in der weiteren Karibik seit dem 18. Jahrhundert beschäftigen. Aufgrund ihrer einzigartigen Kolonisationsgeschichte sind die Hauptsprachen der karibischen Inseln Spanisch, Englisch und Französisch (jeweils mit kreolisierten Versionen) sowie Niederländisch. Wir werden Texte und Filme in Spanisch, Englisch sowie kurze Texte auf Französisch untersuchen. Wir werden sicherstellen, dass alle Studierenden der Diskussion folgen können. Übersetzungen der jeweiligen Texte liegen vor.

Wir werden den intertextuellen und transnationalen Dialog zwischen einer britischen Sklavenerzählung und ihrer modernen französischen Theateradaption (Mary Prince) im Vergleich zu einer kubanischen Sklavenerzählung (Manzano) und dem britischen Spielfilm *Twelve Years a Slave*, der im US-amerikanischen Deep South spielt, einbeziehen. Wir werden den transnationalen Verlauf der kolonialen und postkolonialen Konzeptualisierungen von Sklavenaufständen von Aphra Behns Proto-Roman *Oronooko* über Saint-Lamberts Kurzgeschichte "Ziméo" bis hin zu Alejo Carpentiers Roman *El reino de este mundo* aus Kuba aufzeigen. Darüber hinaus werden wir visuelle Darstellungen

der Versklavung und Abschaffung über die Sprachgrenze hinweg untersuchen (Girodet, Turner), wobei wir ein besonderes Augenmerk auf textliche und visuelle Figurationen der haitianischen Revolution legen.

In this seminar, offered in team-teaching with Prof. Bandau from Romance Studies, we will read and discuss texts, images and films that deal with slavery and abolition in the wider Caribbean since the 18th century. Due to its unique history of colonisation, the main languages of the Caribbean islands are English and French (each with creolised versions) as well as Spanish and Dutch. We shall explore texts and films in English as well as short texts in French and Spanish available in English a/o German translation. Although the seminar will be taught in German, we will make sure that all students will be able to follow the discussion by providing simultaneous translation of class discussions into English.

We will look at the first British slave narrative by a woman (*Mary Prince*) in comparison to a Cuban slave narrative (*Manzano*) and the British feature film *Twelve Years a Slave* set in the US American Deep South based on the slave narrative by Solomon Northup. We will establish the trajectory of colonial and postcolonial conceptualisations of slave rebellions from Aphra Behn's proto-novel *Oronooko* via Saint-Lambert's short tale "Ziméo" to Alejo Carpentier's *El reino de este mundo* from Cuba. In addition, we will study visual representations of enslavement and abolition by painters such as Anne-Louis Girodet and William Turner paying special attention to textual and visual figurations of the Haitian Revolution.

Literatur

Die (Auszüge aus den) literarischen, visuellen und theoretischen Texten, die im Seminar behandelt werden, werden in einem digitalen Reader auf Stud.IP erhältlich sein.

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2022)

<https://www.engsem.uni-hannover.de/de/seminar/lehrgebiete/british-and-postcolonial-studies/>

The excerpts from the literary texts and the visual material covered in the seminar as well as the "Guidelines" will be available on Stud.IP.

Visions of the Future? - Anglophone Science Fiction through the Ages

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

Mo wöchentl. 14:00 - 16:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar

Science Fiction. Or is it 'Speculative Fiction'? Where do you draw that line? Terms that evoke associations of spaceships, alien lifeforms, innovative technology, strange worlds, utopian worlds, dystopian worlds a little too familiar... A literature that asks the question: 'what if?'

In this seminar we will examine the development of the genre from the 1890s until today. We will begin by addressing the difficulty of defining science fiction, considering excerpts from antecedents published before the nineteenth century and then go on to consider our first case study, H.G. Wells' novel *The Time Machine* (1895). Turning to short stories from the so-called Golden Age as well as by authors such as Ray Bradbury, James Tiptree Jr., Ursula K. Le Guin and more we will continue to explore the worlds imagined and the political and ethical issues raised by those texts as well as the cultural and historical contexts of their publication. To close the seminar, we will examine Naomi Alderman's novel *The Power* (2016). Throughout the seminar we will be applying theoretical frameworks such as Structuralism, Postcolonial Theory, Gender Studies, Ecocriticism and Posthumanism.

During term break please pick your favourite sf text and be prepared to introduce it and why you consider it to be sf in our first session.

Please purchase your own copies of H.G. Wells *The Time Machine* (1895) and Naomi Alderman: *The Power* (2016). All short stories and secondary texts will be made available on Stud.IP.

Bemerkung Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –elena.ippendorf@engsem.~

Literatur Bould, Mark ed. *The Routledge Companion to Science Fiction* (2009)

Gohrlich, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021)

Roberts, Adam. *Science Fiction* (2006)

Welsh Writing in English - Writing the Nation?

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

Mo wöchentl. 18:00 - 20:00 10.10.2022 - 23.01.2023 1502 - 703

Kommentar Out of the four nations of the UK, Wales is the one most frequently overlooked, its separate identity conflated with that of England, its former coloniser. Since Wales is arguably a stateless nation, imaginative narratives of nation are of particular importance to notions of national identity.

In this seminar we will be examining how a diverse range of authors are 'writing Wales', imagining and constructing the nation, in English, the language of the former coloniser.

We will cover poetry by R.S. Thomas, Gwyneth Lewis and Hanan Issa and short stories by Margiad Evans and Leonora Brito, set in rural Wales and Cardiff's Butetown respectively.

Continuing to scrutinise narratives of nation we will then turn to Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001) set in the titular seaside town and the feature film *Pride* (2014), directed by Matthew Warchus, about the unlikely alliance between a Lesbian and Gay activist group from London and a small mining community in the Valleys during the miners' strike 1984-5.

We will consider both the regional specificity of the texts as well as trace recurring themes across geographical and generic lines. Throughout the seminar we will apply theoretical frameworks such as Structuralism, Gender and Queer Studies, Postcolonial Theory, and Film Studies.

Please purchase your own copy of Malcolm Pryce: *Aberystwyth Mon Amour* (2001) as well as access to the film *Pride* (2014). All other texts will be made available on Stud.IP.

During term break please read up on Welsh history as well as the basic principles of literary analysis (see recommendations).

Bemerkung Registration – Stud.IP 01.- 30.09.2022 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –elena.ippendorf@engsem.~

Literatur Gohrlich, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2021)

Johnes, Martin. *Wales: England's Colony?* (2019)

Nünning, Vera and Ansgar. *An Introduction to the Study of English and American Literature*. 4th edition (2014)

Independent Studies (NAS6)

Independent Studies: Editing A Scholarly Journal

Seminar, SWS: 2, Max. Teilnehmer: 20
Brinker, Felix | Loock, Kathleen

Mo wöchentl. 14:00 - 16:00 10.10.2022 - 23.01.2023 1502 - 613

Kommentar In this Independent Studies seminar, students will collaborate with the instructors and an editorial team on the production and publication of the first issue of our department's

new online journal *In Progress: A Graduate Journal of North American Studies*. We will study the format of the scholarly journal by engaging with representative examples such as *Amerikastudien/American Studies*, *aspeers: emerging voices in american studies*, and *Current Objectives of Postgraduate American Studies (COPAS)* and practice different tasks related to the editorial process such as peer-review, copy-editing and formatting, communication with authors (including the formulation of constructive feedback). Students also have the opportunity to contribute short texts to the journal and, depending on their interests, longer pieces to the journal's 'open section' as well. Work done in the context of this seminar will be closely coordinated with the journal's editorial team, who will ensure that deadlines can be met and that the inaugural issue will be launched by the end of the semester.

Bemerkung *Registration* – Stud.IP MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – none / Further information – kathleen.loock@engsem.~ and felix.brinker@engsem.~

Independent Studies: Videographic Criticism

Seminar, SWS: 2, Max. Teilnehmer: 20
Loock, Kathleen

Mi wöchentl. 10:00 - 14:00 12.10.2022 - 18.01.2023 1502 - 214

Kommentar In this Independent Studies course, you will learn how to make a scholarly video essay. The course provides an introduction to videographic criticism as a digital humanities method that enables scholars and students of film and media to produce knowledge using the moving images and sounds that constitute their object of study. We will engage with some scholarly work on videographic criticism and watch video essays. You will acquire the technical skills you need to work on your own video essay through a series of parameter-based assignments. During the semester, students will work on one film of their choice (for the assignments and the final video essay project).

This is a workshop class and meetings will be held in double sessions. Students are required to bring an external hard drive to store their video projects as well as headphones and the film they want to work with (either as DVD, Blu-Ray, or video file).

Zeit: Mi, 10-14 Uhr (Blocktermine: 12.10. [10-12 a.m.], 26.10., 2.11. [10-12 a.m.], 9.11., 16.11., 23.11., 7.12., 21.12., 11.1., 18.1.) Raum: IT-Raum Beginn: 12.10.2022

Literatur *Registration* – Stud.IP MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – none / Further information – kathleen.loock@engsem.~

The Critique of Capitalism in/and the University

Seminar, SWS: 2, Max. Teilnehmer: 30
Brinker, Felix | Fagan, Abigail

Di wöchentl. 12:00 - 14:00 11.10.2022 - 24.01.2023 1502 - 613

Kommentar This course is thematically tied to the advanced American Studies course, "Foundations in the Critique of Capitalism," and will ask students to organize an event or collective written/creative project based on key ideas, concepts, and readings related to the critique of capitalism. Students will ultimately decide as a group what kind of project, such as a student conference, will be the outcome of this course. The central goal of this project will be to consider and critique the university's role and obligations in respect to the maintenance and disruption of social hierarchies related to class and race.

Bemerkung *Registration* – Stud.IP MAAS, MNAS 17.09.-30.09.22 / *Prerequisites* – none / Further information – abigail.fagan@engsem.~ and felix.brinker@engsem.~

Professional Skills (NAS7)

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 19.10.2022 - 28.01.2023 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 19.10.2022 - 28.01.2023 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

Presentation Skills

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne| O'Carroll, Edward

Fr wöchentl. 10:00 - 12:00 14.10.2022 - 27.01.2023 1502 - 709

Kommentar This course will focus on skills needed to give academic and formal presentations. By practising and analysing our own and others' presentations, we will examine the role of body language, vocal skills, technical support (e.g. PowerPoints), and presentation structure.

This course may be taken for the following credits:

FüBA außerschulisch: as SPE1 or SPE2 or SK A or SK B

FüBA/TE schulisch (started before 01.10.19): as 'old' SK, either Bereich A or B

FüBA/TE/M LG schulisch (started since 01.10.19): just for fun/interest

Master AAS: AAS8

Politics Wahlpflichtmodule: SPE1 or SPE2

Bemerkung *Registration* – StudIP 01.09.2022-15.09.2022 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework and participation + one oral presentation. PL: (SPE only) 90-minute exam / *Further Information* – anne.gans@engsem.~

Electives (NAS8)

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 19.10.2022 - 28.01.2023 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 19.10.2022 - 28.01.2023 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 (NAS9)

Masterstudiengang Deutsche und Englische Linguistik /German and English Linguistics

Das Angebot für den Masterstudiengang "Deutsche und Englische Linguistik / German and English Linguistics" finden Sie im Vorlesungsverzeichnis der Philosophischen Fakultät unter "Interdisziplinäre Masterstudiengänge".